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ABSTRACT

The Division of Faculty Development of the Association of American Medical Colleges conducted a faculty development survey to learn how medical faculty members have prepared for their roles as teachers by looking at both their formal training in teaching and the way the reported workshops and previous teaching experiences had influenced them; to identify the specific instructional practices used by faculty members in particular situations; to identify problem areas in instruction; and to identify problematic areas where faculty members would be willing to accept outside assistance. Variables analyzed include school size, school ownership, academic department, rank, sex, age, degrees, tenure, teaching load, primary-care specialist, percent of time training primary-care specialists, years since completion of training, years salaried, courses in education taken, workshops in education attended, and teaching sites. The results presented in this preliminary report provide initial baseline data on medical school faculty members and their approach to teaching. The analyses are strictly statistical and no interpretations are attempted. (JMF)

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PRELIMINARY REPORT OF THE FACULTY DEVELOPMENT SURVEY

SPECIAL REPORT

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PRELIMINARY REPORT
OF THE
FACULTY DEVELOPMENT SURVEY

SPECIAL REPORT

DIVISION OF FACULTY DEVELOPMENT
ASSOCIATION OF AMERICAN MEDICAL COLLEGES

MARCH 1977

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ACKNOWLEDGEMENTS

We extend our special thanks to those who served as the "contact person" at each medical school in the United States. Their conscientious efforts in validating the sample and in administering the survey contributed substantially to the high response rate and to the quality of responses achieved.

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I. INTRODUCTION

Background

This is the preliminary report of the faculty development survey conducted by the Division of Faculty Development (DFD) of the Association of American Medical Colleges (AAMC). Partial support for this project came from the Bureau of Health Manpower (BHM) with additional monies coming from grants from the Kellogg Foundation and the Commonwealth Fund.

Four principal questions were addressed in this study. First, we sought to learn how medical faculty members have prepared for their roles as teachers by looking at both their formal training in teaching and the way they reported workshops and previous teaching experiences had influenced them. Second, the survey tried to identify the specific instructional practices used by faculty members in particular situations. We wished to know, for example, what specific techniques they used and the order in which they "chained" those techniques together to manage the instructional task at hand. Third, the survey attempted to identify problem areas in instruction. This was accomplished both by noting the areas respondents identified as problems in their own teaching and by our interpretation of the survey results. And fourth, the survey sought to identify problematic areas where faculty members would be willing to accept outside assistance. In addressing this question, we sought to identify both those areas and the characteristics of faculty members who indicated a willingness to accept outside help. Information of these latter two varieties would be useful to the BHM in deciding where to direct faculty development resources and to the DFD in planning programs which would be welcomed by teaching faculty members.

Developing the Survey Instrument

With the preceding four questions in mind, possible formats for the survey instrument were identified and reviewed. We rejected techniques involving direct observation of teaching and the use of open-ended questions: these techniques were too costly and time consuming to be used with a sample of respondents large enough and broadly based enough to provide both precise information and the degree of generalizability we required.*

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* We did, though, use open-ended questions to collect comments from respondents on the survey instrument itself and on the issues it presented.

We settled on two formats. The first is the classical forced-choice item and was used in inventories (e.g., the respondent indicated in which of a list of settings he frequently taught), to report demographic information, and to indicate attitudes (e.g., respondents indicated their degree of agreement or disagreement). The second format is called a written simulation and covered instruction and instruction-related problems. In a written simulation, the respondent is presented with a problem and asked which of a series of first steps he/she would choose in solving the problem. Depending on which is chosen, the respondent is either given additional information or instructed to turn to another section in the simulation booklet. The new section then provides new information (in accordance with the step the respondent selected) and asks him/her to choose one of a new set of next steps.

The branching nature of the written simulations allows respondents to choose different routes through each simulation. Routes vary according to length (i.e., the number of sections), information requested by different respondents, and the order in which sections are selected.

The choice of item format was related to the research questions addressed by the survey. Respondents' preparation for teaching, for example, was recorded using forced-choice questions while approaches to pedagogical problems was recorded through the use of written simulations. Identification of problem areas was made through both the use of forced-choice questions (i.e., respondents were asked to identify those items on a list of issues in undergraduate medical education which they felt were currently problems), and simulations.

Finally, areas in which faculty members would be willing to accept outside assistance were identified through forced-choice questions and questions appearing at the end of each simulation on the tail sheet--a page of questions asking respondents to report how they felt about the simulation they had just completed and the instructional issues it raised. Answers to these questions provided information about which instructional areas respondents viewed as problems.

The development of the survey instrument followed standard procedures. For the forced-choice questions, issues of currency and relevance were identified through a review of the literature (the last three volumes of the Journal of Medical Education and the proceedings of the Research in Medical Education Conference for the past 3 years). Items (questions) were formulated and reviewed by DFD staff and then field tried, first among AAMC staff and then at medical schools around the country. The field trial results were used as a basis for item revision and selection for inclusion in the final form of the survey instrument.

The simulations were produced in a similar manner. A large body of literature on instruction and instruction-related activities was reviewed and a comprehensive outline of the instructional process was produced. This outline was then reviewed and topics for the simulations identified. We next convened a workshop with consultants selected to help write the simulations. The workshop, and additional efforts by our staff after the workshop, produced simulations which were field tried.

(One outcome of the simulation writing was the determination that one instruction-related area, evaluation, was better suited to forced-choice questions than the simulation format. Questions on evaluation were then written using the procedure described earlier.)

Field trials for both the forced-choice questions and the simulations (as well as instructions to respondents and the tail sheet questions for the simulations) were conducted at 7 medical schools, selected to cover a range of sizes (small, middle-sized, and large) and both types of ownership (public and private). A senior administrator at each school was asked to identify individual faculty members who would be willing to respond to the questions and simulations as well as participate in a debriefing session. Protocols for the debriefing contained questions which allowed us to identify ambiguities in the items and simulations, difficulties in the instructions, and other problems which might hinder the survey.

Field trials were scheduled so that each forced-choice question and each simulation was administered to 10 persons covering a variety of academic ranks and departments. Respondents were selected to provide the widest range of possible responses, not to provide a representative sampling of teaching faculty members.

The field trials were completed in late Spring, 1976. The results were tabulated and used to identify weaknesses in the items and simulations, and to suggest appropriate revisions. These revisions were made and the simulations and items to be included were selected for the final version of the survey instrument.

Sampling Design

The instrument covered a variety of topics, and, as anticipated, was very long. It was composed of nine parts: one common package, made up of forced-choice questions collecting demographic information, information on preparation for the teaching role, and information on certain aspects of teaching (e.g., where the respondent teaches); and eight substantive packages dealing with either problem situations in simulation format or forced-choice questions on evaluation. Each respondent was asked to take the common package and only three of the eight other packages, with the particular combination of three being randomly determined at DFD.

Since each respondent was given only a sample of the packages, and since the respondents were themselves sampled from the population of teaching faculty members, we had clearly selected a multiple matrix sampling approach. The sampling of faculty members was begun by eliminating from consideration those persons on medical school faculties who had no teaching responsibilities (e.g., full-time administrators and librarians). Next the remaining 28,393 individuals were classified into homogeneous groups (called strata) according to variables described in the literature as being important:* size of school, ownership of school, basic versus clinical science, and academic rank. Forty-eight strata were thus produced, ranging in size from 86 persons (basic science instructors at small, public schools) through 1602 persons (assistant professors in clinical areas at medium-sized private schools).

Fifty-six persons were randomly selected from each stratum to be respondents in the survey. We arrived at the decision to sample 56 people by considering the number of packages each respondent could respond to without feeling that we were imposing on his/her time. We decided that four packages (the common package plus three of the eight dealing with specific instructional issues) would take less than one hour to complete and was the maximum we could expect from the busy people who constitute our population. Further, there are 56 unique combinations of eight packages taken three at a time: we would need 56 people to exhaust all the possible combinations of packages we planned to administer to each stratum in the survey.

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*Importance was defined operationally as maximizing the differences among groups

We also entertained other possibilities (such as drawing substantially more or less than 56 persons from each stratum) but rejected them because they would either make the survey too expensive or provide insufficient information. Finally, 56 per stratum would permit meaningful results even if the rate of return was as low as 67%. To date, 71% of the respondents have completed and returned their packages.

Administration of the Survey

We sought to assure the high return rates of at least 67% by various administration strategies. Members of the DFD staff attended each of the regional meetings of the Group on Medical Education during the Spring of 1976 to explain the survey and how it would be conducted. Our sample of respondents was notified about the survey in advance, we used local coordinators at each school to distribute and collect the survey materials, and a series of follow-up procedures was followed.

The persons randomly selected from each stratum to be respondents received letters a week before the survey materials arrived telling them about the survey and asking for their cooperation. Further, a letter was sent to each medical school Dean asking for the nomination of an individual to act as the survey's local coordinator. We then contacted the nominees and explained the kinds of activities expected of them, explaining that their first task would be to review the list of respondents at their schools verifying that each was indeed on the faculty, taught undergraduate medical students, and that the respondents' ranks and academic departments were correctly identified.

Through this review, we found that a number of those originally drawn for our sample needed to be replaced. We drew additional names, repeated the verification process, and came up with a sample representative of the teaching faculty at United States medical schools.

The packets for each respondent (the common package, the three additional packages, instructions, and the envelopes and pens needed to complete and return the packages) were assembled at DFD and mailed to the coordinators who then handled the internal distribution at their medical schools. At the same time, the coordinators were sent sets of follow-up reminders to be sent to respondents who had not returned their completed materials by specified times. They were also provided with instructions on how and when to send out the reminders.

Everyone--the Deans, the coordinators, and the respondents--was told that the survey was to be anonymous and that appropriate precautions had been taken to establish and preserve that anonymity. For example, we asked respondents to hand carry their completed packets to the coordinator so that their names could be checked off (and they would thus not receive any reminders) without having to write any identifying marks on the returned material. Using this procedure, we knew who had returned their materials without having to identify the packets. The completed packets were mailed to DFD by the coordinators. The packets were then logged in and entered into the computer in preparation for analysis.

In logging in the data and entering it into the computer, we checked for a variety of errors: e.g., illegal responses (such as picking two alternatives in forced-choice questions when only one choice was allowable), key-punching and other data entry errors. These checks were done both manually and, when possible, by machine, and identified errors were verified--i.e., we checked the original response. If the error was due to data entry, it was corrected. If it was not (if it was an error made by the respondent) it was coded as "bad data."

We also proofread a random 4% of the data comparing the information in our data base with the raw data in the returned booklets. This was to determine the rate of "subtle errors" (i.e., errors which were not gross enough to be picked up either in the scan during data logging or by our data-cleaning computer programs). If the error rate was not acceptably low, we would be forced to proofread each item in our data base. As it turned out, the error rate was about 1% and we did not proof the balance of the data.

Analysis of the Data

The programs used to analyze the data had to be specially written because the stratified random sampling procedure we used resulted in a data set which did not lend itself to analysis using available programs. Data analysis began in February, 1977. At that point, 1910 sets of data were available for analysis; additional packets (which trickled in after that time) were logged in but set aside for inclusion in the analyses for the project's final report.

Two analyses are described in this report: 1) determination of which variables to use for reporting purposes, and 2) the determination of preliminary results. We identified the variables for reporting on two bases: variables which we knew were important before the analyses were attempted (i.e., the stratifying variables and variables identified by BHM as being important to them), and variables which were representative of groups of other variables (i.e., variables representing factors in the description of faculty members). Thus our first analysis was a factor analysis which is described in detail in the next chapter. The second analysis, which provided preliminary results of the survey, refers to the common forced-choice package administered to the entire sample and is reported in chapter III. Results for the two evaluation packages and the six simulations will be analyzed and reported later this spring or early summer, 1977.

Cautions

On the basis of the procedures used in this survey, we feel compelled to provide some cautions about the results reported here. First, the results are based on pencil-and-paper self-reports, which are not necessarily a fully accurate reflection of what people actually do when they teach; there may be a discrepancy between what our respondents say they do and what they actually do. In the press of real world constraints, it is possible that a teacher would do one thing (or not do another) which he/she would do differently if more time were available or other opportunities were provided. It is probably best to interpret the reported results as either an estimate of the "upper bound" of teaching in our schools, or as an estimate of what faculty members think they should be doing.

The second caution deals with the methodology used. The results reported reflect both the feelings of the respondents and the measurement procedures, formuli, statistical assumptions, etc , used in designing and executing the study. To the degree that these things are reasonable (e.g., to the degree that certain kinds of information can be collected using forced-choice questions and described using p-values), our results can be used for drawing conclusions about the population of teaching faculty members.

The final caution concerns the specificity of the conclusions we have drawn. Since we collected small amounts of data from each respondent, and since we dealt with a limited number of respondents at each medical school, we did not report our findings on either an individual or school basis. We did not collect enough information to warrant our drawing inferences at either of these levels. It is not until we reached the generality of the variables described in this report that enough data were available to allow the confident drawing of conclusions.

Within the constraints of these three cautions, and given the procedures we have described in this chapter, we believe our results are interpretable and indeed meaningful.

II. FACTOR ANALYSIS

The purpose of the factor analysis reported in this chapter is to determine whether the variables used to report survey results (i.e., school size, school ownership, academic rank, and academic department) adequately covered all important aspects of full-time faculty who teach undergraduate medical students.* The results of the analysis indicate that they did, and that these aspects are more or less definable along three dimensions: a junior faculty-senior faculty continuum, a basic science-clinical science continuum, and a continuum which appears to separate mid-career faculty members from their older and younger colleagues. These three dimensions, in turn, can be reasonably well specified by two of the reporting variables--academic rank and academic department.

The strategy for performing the factor analysis was straight-forward. First, the intercorrelations among a set of demographic variables** were computed and used in the second step, the extraction of the factors (i.e., the dimensions listed in the preceeding paragraph). Finally, the third step was the algebraic transformation of the factors to make them more interpretable. These three steps will now be described below. A technical discussion of the procedure will be presented in a subsequent report.

Correlations among variables

Each respondent in the survey received a score of 1 or 0 for each of the variables listed in Table 1, depending on whether the variable applied or did not apply to him/her. The correlations among variables, then, were all based on these scores, and an example will show how this was done.

Consider the correlation between the rank of professor (variable 10) and tenure (variable 26): a tenured professor would receive 1's for both variables 10 and 26, a tenured non-professor (e.g., a tenured associate professor) would receive a 0 for variable 10 and a 1 for variable 26, etc. When we finished tabulating in this manner, we used the results to

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*The factor analysis was not performed to either propose or confirm hypotheses about the nature of the teaching faculty.

**Other variables, such as questions relating to actual teaching performances, could also have been factored. We elected, however, to use those variables as "dependent measures" reported in chapter III.

TABLE 1

List of Variables.
Starred Variables were not included in the Factor Analysis.

		Variable
1	School Size	Small*
2		Mid-Sized
3		Large
4	School Ownership	Public
5		Private*
6	Academic Department	Basic Science
7		Behavioral Science*
8		Primary Care
9		Other Clinical
10	Rank	Professor
11		Associate Professor
12		Assistant Professor
13		Instructor*
14		Other*
15	Sex	Male
16		Female*
17	Age	55 or older
18		45-54
19		35-44
20		25-34
21		24 or younger*
22	Degrees	B.S./B.A.*
23		M.S./M.A.*
24		Ph.D.
25		M.D.
26	Tenure	Tenured
27		Untenured*
28	Weeks/Year Teaching	Less than 10
29		10-19
30		20-29
31		30-39
32		40 or more*
33	Hours/Week Teaching	4 or less*
34		5-9
35		10-14
36		15 or more
37	Primary Care Specialist	Yes
38		No*
39	% Time Training Primary Care Specialists	0%*
40		1%-24%
41		25%-49%
42		50%-74%
43		75%-100%
44		Does Not Apply
45	Years Since Training Completed	Not Yet Complete*
46		0-4
47		5-9
48		10-14
49		15-19
50		20 or more
51	Years Salaried Experience	Less than 1*
52		1-4
53		5-9
54		10-14
55		15-19
56		20 or more
57	Courses In Education Taken	Yes
58		No*
59	Workshops in Education Attended	Yes
60		No*
61	Teaching Sites	Class/Conference Room
62		Office
63		Laboratory
64		Bedside
65		Examining Room
66		Other

estimate how many people in the population of full-time faculty members were tenured professors, untenured professors, and so forth. The results are shown in Table 2.

TABLE 2

Estimated numbers of teaching faculty members according to whether they are full professors and according to whether they are tenured.

	Variable 26--tenure	
Variable 10--Rank of Professor	1 = Yes	0 = No
1 = Full Professor	7373	729
0 = Other Ranks	5629	14661

Based on these figures, the correlation between being a full professor and being tenured is .57.*

Note, though, that the proportion of tenured professors (as shown in chapter 3) is .91. This means that if a person is a full professor, the probability that he/she is also tenured is about 9 out of 10. This is a conditional probability (the likelihood of tenure GIVEN full professorship) and not a correlation between full professorship and tenure. The latter statistic takes into account BOTH full professors and those of other ranks while the former considers full professors ONLY.

The correlations among all variables are shown in Table 3. Note that only correlations of .10 or larger, or -.10 or smaller are reported--those which fall in the range of -.09 to .09 were left out because they indicated relationships which we felt were particularly weak.

Factor analytic results

Not all the correlations in Table 3 were used as input into the factor analysis. Since some variables were redundant (e.g., if the score for variable 26 was 1--indicating the respondent was tenured--his/her score for variable 27

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*The value of .57 was computed by hand, using estimates based on the values reported in Chapter 3. This statistic departs slightly from the .52 value in Table 3, which is more exact--it is based only on cases where data for both variables 10 and 26 are complete, a situation which does not pertain for the estimated figures in this example.

TABLE 3: CORRELATIONS

VAR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	100															
2	-39	100														
3	-41	-68	100													
4	-12		12	100												
5	12		-12	-100	100											
6				10	-10	100										
7							100									
8						-43		100								
9						-52		-53	100							
10										100						
11				-11	11					-48	100					
12				10	-10					-43	-42	100				
13				13	-13				11	-19	-19	-17	100			
14														100		
15													-18		100	
16													18		-100	100
17										35	-11	-22				
18										28		-25	-10			
19										-28	23	10				
20				13	-13					-30	-22	38	28			
21													12			
22																
23						12		-11					13			
24				10	-10	54		-32	-21							
25				-14	14	-31	-10	34	17	15			-12	-11	16	-16
26		-11	15			12				52	16	-54	-27	-10	19	-19
27		11	-15			-12				-52	-16	54	27	10	-19	19
28								-10	10	-12			15	12		
29						24			-19							
30						15			-13							
31																
32						-33		16	16							
33						-14		-10	23				12	10		
34																
35																
36									-12							
37						-31		21								
38						31		-21								
39						25		-21						11		
40						-22			15							
41						-12		13								
42																
43						-10		16								
44						26		-14	-11							
45													11			
46				17	-17					-31	-26	43	26			
47										-32	13	21				
48											16	-14				
49										18		-17				
50				-12	12					45		-31	-11			
51										-10	-11		22			
52				12	-12					-31	-25	45	22			
53										-22	24					
54											17	-21				
55										20		-16				
56				-10	10					45	-15	-25	-11			
57				10	-10											
58				-10	10											
59										20		-16				
60										-20		16				
61										10			-17	-24		
62						10										
63						39			-31				-10			
64						-62		43	18	12				-11	11	-11
65						-58		41	16	10				-10		
66						-32			30	10	-10					

TABLE 3 CONTINUED

VAR	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17	100																
18	-27	100															
19	-33	-53	100														
20	-18	-29	-36	100													
21					100												
22						100											
23						30	100										
24				11		-10	18	100									
25				-15			-31	-79	100								
26	23	27	-12	-40						100							
27	-23	-27	12	40						-100	100						
28								13	-20	-12	12	100					
29								16	-14			-32	100				
30												-24	-19	100			
31												-19	-16	-12	100		
32							-13	-33	35			-41	-33	-24	-20	100	
33												47	-13	-10		-22	100
34												-16					-46
35												-19				10	-34
36												-18				17	-32
37								-29	26				-11			26	
38								29	-26				11			-26	
39							10	32	-38			32				-31	18
40								-19	21								11
41								-15	15			-12				17	-11
42									11			-14				15	-13
43								-11	14			-12				16	-11
44								16	-15			-11	12	10			-12
45							11										
46	-17	-26		54						-42	42						
47	-22	-28	35	10					-12	-19	19						
48	-17		27	-20						11	-11						
49	-12	37	-12	-18						17	-17						
50	61	21	-45	-25					10	32	-32						
51		-10		23						-15	15						
52	-17	-24		47						-46	46						
53	-21	-17	39	-10													
54	-10	15		-20						17	-17						
55		38	-24	-16						19	-19						
56	60		-33	-19						31	-31						
57							14	10	-19								
58							-14	-10	19								
59	10	15	-12	-12						22	-22	-19				16	-10
60	-10	-15	12	12						-22	22	19				-16	10
61							-13		11	10	-10	-25	10			12	-19
62												-17					-13
63								25	-21				16			-20	-16
64				-12			-19	-61	65			-24	-16			42	-12
65				-13		11	-17	-56	61			-22	-19			40	-11
66							-16	-32	35			-16	-20		10	29	-11

TABLE 3 CONTINUED

VAR	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
1																	
2																	
3																	
4																	
5																	
6																	
7																	
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34	100																
35	-32	100															
36	-11	-22	100														
37				100													
38				-100	100												
39			-11	-32	32	100											
40						-48	100										
41				11	-11	-23	-22	100									
42		10	10	12	-12	-21	-20	-10	100								
43				23	-28	-24	-23	-11	-10	100							
44			13	-13	13	-20	-19				100						
45												100					
46													100				
47													-26	100			
48													-21	-28	100		
49													-18	-24	-19	100	
50													-25	-13	-27	-23	100
51													27				
52													60		-15	-17	-23
53													-24	56		-11	-27
54													-20	-23	47	14	-13
55													-16	-21	-13	38	16
56													-18	-24	-19	-12	66
57																	
58																	
59				10	-10	-12		12					-18			11	14
60				-10	10	12		-12					18			-11	-14
61						-20											
62						-11					11						
63				-28	28	11	-11				13						
64				33	-33	-44	25	16	14	15	-18						
65				33	-33	-42	23	22	10	15	-18						
66				27	-27	-25		19		10							

VAR	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66
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51	100															
52	-10	100														
53	-12	-36	100													
54		-26	-30	100												
55		-20	-23	-17	100											
56		-23	-27	-19	-15	100										
57							100									
58							-100	100								
59		-20			13	10	23	-23	100							
60		20			-13	-10	-23	23	-100	100						
61											100					
62									10	-10	21	100				
63											12	13	100			
64											18		-20	100		
65									11	-11	15		-18	77	100	
66									16	-16			-15	33	30	100

had to be 0--indicating that he/she was not untenured), they were dropped from the analysis. As a result, 48 of the 66 original variables appeared in the factor analysis. The 18 which were deleted are indicated with asterisks in Table 1.

The three dimensions identified by the factor analysis were "weak." (See Table 4.) This means that while they are identifiable, they can be defined only in approximate terms. The first dimension, for example, is a continuum which seemed to distinguish senior from junior faculty. Characteristic variables here included being 24 to 35 years old, completion of training less than 5 years ago, and less than 5 years on a medical faculty. Other variables appeared here as well, and they included being an assistant professor, and being untenured: people at the left end of the continuum were recent faculty members, had recently finished their training, were generally assistant professors, and were in the 25 to 34 year age range; people at the right end of the continuum tended to be tenured and did not have the other characteristics of those appearing at the other end.

The second dimension appears to be a continuum ranging from the basic sciences at the right end to the clinical sciences at the left end. Variables which were characteristic of this factor included membership in a basic science department, whether the respondent held an M.D. degree, whether the respondent held a Ph.D. degree, and whether the respondent taught in a laboratory, at the bedside, or in an examining room. Persons at the basic science end of the continuum tended to be members of basic science departments, they tended to have Ph.D.'s, and they tended to teach in the laboratory. And conversely, at the clinical science end of the continuum, persons tended to have M.D. degrees and teach at the bedside or in the examining room. These characteristics are tentative, though, because there are M.D.'s in basic science departments and Ph.D.'s who teach (at least occasionally) in the examination room or at the bedside.

Finally, the third continuum has two characteristic variables: being in the 35 to 44 year old range and (not surprisingly) having completed training less than 20 years ago. Two other variables appear on this continuum as well: having fewer than 20 years of experience on a medical faculty, and in fact, having between 5 and 9 years experience on medical school faculties. Persons at the right end of this continuum (who are most likely to be associate professors), tend to be 35 to 44 years of age, and have completed their training 5 to 9 years ago. At the other end, where persons have completed their training more than 20 years ago and have more than 20

TABLE 4

Factors Identified in the Study
(Loadings less than .3 have not been included.)

VARIABLE	FACTOR #1 Jr./Sr. Faculty	FACTOR #2 Basic/Clinical Science	FACTOR #3 Mid-Career Faculty
2			
3			
4			
6		0.78395	
8		-0.40880	
9		-0.35134	
10	0.44045		-0.57792
11	0.38358		0.48005
12	-0.66830		
15			
17			-0.59212
18	0.38134		
19			0.74224
20	-0.72027		
24		0.74004	
25	0.33092	-0.72944	
26	0.64768		
28			
29			
30			
31			
34			
35			
36			
37		-0.49935	
40			
41			
42			
43			
44			
46.	-0.72253		
47			0.54600
48			0.35405
49			
50			-0.72341
52	-0.73354		
53			0.61938
54	0.34057		
55			
56			-0.66048
57			
59	0.30396		
61			
62			
63		0.42475	
64	0.34183	-0.76395	
65	0.35755	-0.72333	
66		-0.46993	

years experience on medical faculties, there tend to be more full professors.

Conclusions based on the factor analysis

The three dimensions (factors) identified (junior versus senior faculty, basic versus clinical science, and the third one describing 35 to 44 year old faculty members) can all be represented by reporting variables already considered in this report. In the case of the first and third factors, the reporting variable in question is academic rank, while in the second, it is academic department (primary care and other clinical representing the clinical science end of the continuum). In short, the important aspects of full-time faculty with responsibilities for undergraduate teaching that we found in our factor analysis are well represented by the reporting variables analyzed in the next chapter.

III. RESULTS FOR COMMON PACKAGE

Interpretation of Results

The following paragraphs explain how the results based on items in the "common package"--the set of questions asked of all respondents--should be interpreted. Findings are reported: (i) for the population as a whole (all full-time teaching faculty members); (ii) for faculty members at small, middle sized, and large schools; (iii) for those at public and private schools; (iv) for full professors, associate professors, assistant professors, and for instructors and others; and (v) for members of basic science departments, of primary care departments (internal medicine, pediatrics, and family medicine), and of other clinical departments. To understand the results of the survey it is necessary to have an idea of the numbers of people in each of the preceding categories. These figures are presented in Table 5. Summing down a column or across a row will not necessarily result in the marginal total presented; these discrepancies (which are within 1% of the marginal values) are simply due to rounding error.

The figures reported in Table 5 indicate, with one exception, that faculty members are well represented across all school variables, academic ranks, and academic departments. The exception is behavioral science, where only about 1% of the full-time teaching faculty meet our definition of this category.* Since the irreducible error rate in our data was also about 1%, conclusions based on our survey results for behavioral scientists would run an unacceptably high chance of being unreliable. For that reason, the results which follow do not refer to behavioral science departments specifically.

The results reported here are of four types: blanks, bad data, p-values, and standard errors of the p-values. The number of blanks indicate how many of the 1900+ responses to each question were, in fact, blank. Bad data refers to the number of responses to each question which were either uncodable or otherwise unacceptable (e.g., choosing two answers when only one was requested). We were impressed with the small number of blanks and even smaller amount of bad data we encountered.

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*Anthropology, psychology, behavioral science, philosophy and ethics, religion and sociology.

TABLE 5

Numbers of Persons in Population of Full-time Faculty Teaching Undergraduate Medical Students

Academic Departments	School Variables					Academic Rank				TOTALS
	Size			Ownership		Inst/ Other	Asst Prof	Assoc Prof	Full Prof	
	Small	Mid	Large	Pub	Priv					
Primary Care	1368	3839	3003	4115	4077	839**	2875	2081	2512	8234
Other Clinical	1662	4706	4560	5944	4998	2166**	3738	2283	2755	11073
Behavioral Science	98	124	111	152	132	120	96	67	81	284
Basic Science	1759	3715	3448	5029	3814	918	2875	2283	2836	8802
All Departments	4887*	12383*	11123*	15240*	13153*	3993*	9584*	6714*	8102*	28393*

Notes: Unless otherwise indicated, all values are estimates with standard errors ≥ 2%.

* Indicates an exact value.

** Indicates the standard error is 4%.

P-values, in contrast to the number of bad data and blanks, do not refer to the numbers of respondents, but rather to estimates of proportions of the population who would have chosen each alternative if we had completed a census instead of a survey. If a p-value is multiplied by the corresponding number of persons in the population (from Table 5), the product is the number of persons we would expect to choose the alternative in question, if the common package were given to all 28,393 full-time teaching faculty members* instead of the stratified random sampling of 2692.

Because the p-value is an estimate, standard errors have also been computed. The standard error can be used to construct a confidence interval around the p-value which should include the population parameter--the actual proportion of the population who would have chosen the alternative in question had we conducted a census. An example will show how this works.

The second question in the common package asked respondents to report their sex. The results of this question are in Table 6 . The legend at the top indicates that those choosing alternative #1 reported they were male while those choosing alternative #2 indicated they were female.

The first row in the table (labelled "ALL DEPARTMENTS") has a column (titled "TOTAL POPULATION") which contains the estimated results for the entire population of teaching faculty members. From this column (which is boxed in in all cases), it can be seen that the estimated proportion of males in the entire teaching faculty is .84 and the estimated proportion of females is .16. Since we know that the teaching faculty is made up of 28,393 persons (Table 5), we can use the current information to estimate that about 23,850 of them are men, and about 4543 are women.

These values are estimates, of course, and they probably do not exactly equal the true population figures (i.e., the figures we would obtain if we were to conduct a census). It is useful, then, to construct a confidence interval around the estimated p-value in the belief that the population parameter is more likely to fall within the constructed range. This is done by setting their bounds a certain number of standard errors above and below the estimated population value. In the cases of the two p-values under discussion (the estimated proportions of males and females in the population),

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*Faculty with teaching responsibilities for undergraduate medical students

TABLE 6

Question 1: Sex of respondent

Key: ALT# 1 - Male ALT# 2 - Female

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.84	.84	.86	.82	.85	.84	.62	.82	.88	.95
SE(P)	.00+	.01	.01	.01	.01	.01	.04	.02	.01	.01
ALT# 2										
P	.16	.16	.14	.18	.15	.16	.38	.18	.12	.05
SE(P)	.00+	.01	.01	.01	.01	.01	.04	.02	.01	.01
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	3	0	0	3	2	1	0	1	0	2
PRIMARY CARE ONLY										
ALT# 1										
P	.84	.85	.83	.83	.84	.83	.66	.82	.87	.97
SE(P)	.02	.02	.03	.03	.02	.03	.06	.03	.03	.01
ALT# 2										
P	.16	.15	.17	.17	.16	.17	.34	.18	.13	.03
SE(P)	.02	.02	.03	.03	.02	.03	.06	.03	.03	.01
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	0	0	0	0	0	0	0	0	0	0
OTHER CLINICAL ONLY										
ALT# 1										
P	.84	.85	.83	.83	.84	.83	.66	.82	.87	.97
SE(P)	.02	.02	.03	.03	.02	.03	.06	.03	.03	.01
ALT# 2										
P	.16	.15	.17	.17	.16	.17	.34	.18	.13	.03
SE(P)	.02	.02	.03	.03	.02	.03	.06	.03	.03	.01
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	0	0	0	0	0	0	0	0	0	0
BASIC SCIENCES ONLY										
ALT# 1										
P	.85	.84	.87	.84	.86	.84	.54	.80	.90	.97
SE(P)	.01	.01	.02	.02	.01	.02	.06	.02	.01	.00+
ALT# 2										
P	.15	.16	.13	.16	.14	.16	.46	.20	.10	.03
SE(P)	.01	.01	.02	.02	.01	.02	.06	.02	.01	.00+
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	3	0	0	3	2	1	0	1	0	2

these intervals would be quite small, because the standard errors, indicated by SE(P), are small (.00+ indicating they are less than .01 and greater than .0000). Acting conservatively by assuming that the SE(P) is as large as .01, the interval which we are 95% confident captures the true population proportion of men ranges from .82 to .86. In other words, we are 95% confident that the actual number of men on the teaching faculty falls between 23,282 and 24,418. Similarly, the 95% confidence interval for women ranges from .14 to .18 and corresponds to between 3975 and 5111 people.

Not all segments of the population have the same p-value. Full professors, for example, are 95% male and 5% female (both values having SE(P) of .01). Results of our survey indicate that about 8102 full time faculty members are full professors (see Table 5 again) and, by multiplying this value by the p-value for men and women, we have estimates that there are about 7697 men and 405 women holding the rank of professor. Once again, confidence intervals can be constructed around these estimated population values as was demonstrated in the preceeding paragraph.

In contrast to the example in the preceeding paragraph, notice that a much larger proportion of women are "Instructors and others" in the primary care departments than in the population generally: the p-value is .43 with a large SE(P) of .10. (These two figures can be read from the row labelled "PRIMARY CARE ONLY" and the column entitled "INST/OTHER.") According to Table 5, there are about 839 individuals in these departments of this rank and, once again, we can estimate that 361 of them are female. However, since the SE(P) is large, the 95% confidence interval would range from about .23 to .63 or, in terms of actual numbers of persons, from 193 to 529.

The reason for the increase in the standard error here (with the associated increase in the confidence interval) is related to the number of people responding to our survey in the "instructor/other" category, who are in primary care departments. This number was relatively small in comparison to those responding from all departments, or the number of respondents from primary care without regard to academic rank. The rule is that the smaller the number of respondents, the larger the standard error.

Notice, though, that these smaller numbers of respondents are associated with the most specific classification of faculty. Indicating both the rank and the department provides more specific information than either the rank or departmental affiliation alone. We have indicated this most specific level of information by providing a white background in our tables of results.

The next, more general, level of reporting data (the results for departments, or for academic ranks, or for school variables) is indicated by numbers against a gray background. These figures are presented in either the rows entitled "ALL DEPARTMENTS" or the column headed "TOTAL POPULATION"--all figures against a gray background have the same degree of generality.

The most general (and, conversely, the least specific) of the results have already been described--the total population results in rows labled "ALL DEPARTMENTS". These results describe the entire population of full time teaching faculty members irrespective of school, academic rank, or department variables and are boxed in, in the tables of results.

Finally, we caution you against combining figures. It is not possible, for example, to take the average p-value for professors and the average p-value for small schools and assert that together they represent the p-value for professors at small schools. This "lack of additivity" is due to two factors: the categories are not statistically independent (i.e., there are some people who fall in both groups and others who do not), and a respondent in one category may not represent as many people in the corresponding portion of the population as a respondent in another category.

Preliminary Findings

BACKGROUND INFORMATION

QUESTIONS 1, 2, 4-6, 10-17*

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*Questions 3 and 9 are still being analyzed, question 7 is listed as a reporting (i.e., primary care, other clinical, basic science) variable, and question 8 will not be analyzed.

Question 1: Sex of respondent?

Key: ALT# 1 = Male ALT# 2 = Female

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.84	.84	.86	.82	.85	.84	.62	.82	.88	.95
SE(P)	.00+	.01	.01	.01	.01	.01	.04	.02	.01	.01
ALT# 2										
P	.16	.16	.14	.18	.15	.16	.38	.18	.12	.05
SE(P)	.00+	.01	.01	.01	.01	.01	.04	.02	.01	.01
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	3	0	0	3	2	1	0	1	0	2
PRIMARY CARE ONLY										
ALT# 1										
P	.84	.84	.90	.77	.84	.84	.57	.94	.85	.92
SE(P)	.02	.03	.03	.03	.02	.03	.10	.04	.03	.02
ALT# 2										
P	.16	.16	.10	.23	.16	.16	.43	.16	.15	.08
SE(P)	.02	.03	.03	.03	.02	.03	.10	.04	.03	.02
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	0	0	0	0	0	0	0	0	0	0
OTHER CLINICAL ONLY										
ALT# 1										
P	.84	.85	.83	.83	.84	.83	.66	.82	.87	.97
SE(P)	.02	.02	.03	.03	.02	.03	.06	.03	.03	.01
ALT# 2										
P	.16	.15	.17	.17	.16	.17	.34	.18	.13	.03
SE(P)	.02	.02	.03	.03	.02	.03	.06	.03	.03	.01
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	0	0	0	0	0	0	0	0	0	0
BASIC SCIENCES ONLY										
ALT# 1										
P	.85	.84	.87	.84	.86	.84	.54	.80	.90	.97
SE(P)	.01	.01	.02	.02	.01	.02	.06	.02	.01	.00+
ALT# 2										
P	.15	.16	.13	.16	.14	.16	.46	.20	.10	.03
SE(P)	.01	.01	.02	.02	.01	.02	.06	.02	.01	.00+
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	3	0	0	3	2	1	0	1	0	2

Question 2: Age of respondent?

Key: ALT# 1 = 55 or over
ALT# 2 = 45-54
ALT# 3 = 35-44
ALT# 4 = 25-34
ALT# 5 = Under 25

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.12	.11	.13	.12	.10	.15	.05	.02	.08	.32
SE(P)	.00+	.01	.01	.01	.00+	.01	.01	.00+	.01	.02
ALT# 2										
P	.26	.25	.24	.29	.27	.26	.13	.11	.30	.48
SE(P)	.01	.01	.01	.01	.01	.01	.02	.01	.02	.02
ALT# 3										
P	.39	.39	.39	.38	.39	.39	.22	.49	.56	.20
SE(P)	.00+	.02	.02	.02	.02	.01	.03	.02	.02	.02
ALT# 4										
P	.23	.24	.24	.20	.24	.21	.59	.38	.05	.01
SE(P)	.00+	.01	.01	.01	.01	.01	.03	.02	.00+	.00+
ALT# 5										
P	.00	.00	.00	.00	.00	.00	.01	.00	.00	.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+
BAD DATA	1	0	1	0	0	1	0	0	1	0
BLANKS	7	3	2	2	3	4	3	2	1	1
PRIMARY CARE ONLY										
ALT# 1										
P	.13	.11	.16	.10	.12	.15	.01	.01	.09	.35
SE(P)	.01	.02	.02	.02	.02	.02	.00+	.00+	.03	.04
ALT# 2										
P	.26	.30	.21	.30	.28	.23	.07	.08	.34	.46
SE(P)	.02	.03	.03	.03	.03	.02	.05	.03	.04	.04
ALT# 3										
P	.40	.37	.42	.39	.36	.45	.17	.54	.55	.19
SE(P)	.02	.03	.04	.03	.03	.03	.04	.05	.05	.04
ALT# 4										
P	.21	.22	.22	.20	.25	.18	.76	.38	.02	.00
SE(P)	.02	.03	.03	.03	.03	.02	.06	.05	.01	.01
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	0	0	0	0	0	0	0	0	0	0

Continued on Next Page

Question 2 continued

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
OTHER CLINICAL ONLY										
ALT# 1 P	.11	.14	.09	.12	.08	.15	.05	.03	.10	.29
SE(P)	.01	.02	.02	.02	.01	.02	.02	.01	.02	.04
ALT# 2 P	.27	.22	.26	.30	.26	.29	.11	.15	.35	.50
SE(P)	.02	.03	.03	.03	.02	.03	.03	.03	.04	.04
ALT# 3 P	.37	.42	.37	.35	.40	.34	.21	.49	.52	.20
SE(P)	.02	.03	.04	.03	.03	.03	.05	.04	.04	.03
ALT# 4 P	.24	.27	.28	.22	.26	.22	.62	.32	.04	.01
SE(P)	.02	.03	.03	.03	.02	.02	.05	.04	.01	.01
ALT# 5 P	.00	.00	.01	.00	.01	.00	.02	.00	.00	.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.01	.01	.01	.01
BAD DATA	1	0	1	0	0	1	0	0	1	0
BLANKS	3	1	1	1	2	1	3	0	0	0
BASIC SCIENCES ONLY										
ALT# 1 P	.13	.09	.14	.14	.12	.15	.09	.01	.07	.31
SE(P)	.01	.01	.02	.01	.01	.01	.03	.00+	.01	.03
ALT# 2 P	.26	.25	.26	.29	.26	.26	.24	.08	.24	.47
SE(P)	.01	.02	.02	.02	.02	.02	.05	.01	.02	.03
ALT# 3 P	.39	.39	.40	.39	.39	.39	.25	.44	.60	.22
SE(P)	.01	.02	.03	.02	.02	.02	.05	.03	.03	.02
ALT# 4 P	.21	.27	.20	.20	.23	.20	.42	.46	.10	.00
SE(P)	.01	.02	.02	.02	.01	.02	.06	.03	.01	.00+
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	4	2	1	1	1	3	0	2	1	1

Question 4: Academic rank of respondent?

Key: ALT# 1 = Professor
ALT# 2 = Associate Professor
ALT# 3 = Assistant Professor
ALT# 4 = Instructor
ALT# 5 = Other

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.29	.30	.28	.29	.30	.27	.00	.00	.01	1.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+
ALT# 2										
P	.24	.24	.24	.23	.24	.23	.00	.00	.99	.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+
ALT# 3										
P	.34	.33	.35	.32	.33	.34	.00	.99	.00	.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+
ALT# 4										
P	.13	.11	.12	.14	.12	.14	.89	.00	.00	.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.02	.00+	.00+	.00+
ALT# 5										
P	.02	.01	.01	.02	.02	.01	.11	.00	.00	.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.02	.02	.02	.02
BAD DATA	5	0	3	2	3	2	1	2	1	1
BLANKS	15	4	5	6	11	4	14	0	0	1
PRIMARY CARE ONLY										
ALT# 1										
P	.30	.32	.30	.31	.36	.25	.00	.00	.02	1.00
SE(P)	.00	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.01	.00+
ALT# 2										
P	.24	.25	.22	.27	.23	.26	.00	.00	.98	.00
SE(P)	.00	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.01	.01
ALT# 3										
P	.35	.30	.40	.30	.33	.36	.00	1.00	.00	.00
SE(P)	.00	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+
ALT# 4										
P	.09	.11	.08	.11	.07	.12	.93	.00	.00	.00
SE(P)	.00	.00+	.00+	.01	.00+	.00+	.05	.05	.05	.05
ALT# 5										
P	.01	.01	.00	.01	.01	.00	.07	.00	.00	.00
SE(P)	.00	.00+	.00+	.01	.00+	.00+	.05	.05	.05	.05
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	2	1	0	1	1	1	2	0	0	0

Continued on Next Page

Question 4 continued

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
OTHER CLINICAL ONLY										
ALT# 1 P	.25	.27	.24	.26	.24	.26	.00	.00	.00	1.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+
ALT# 2 P	.21	.23	.24	.18	.22	.20	.00	.01	1.00	.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+
ALT# 3 P	.34	.37	.32	.34	.34	.34	.00	.99	.00	.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+
ALT# 4 P	.18	.14	.18	.20	.18	.19	.94	.00	.00	.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.02	.00+	.00+	.00+
ALT# 5 P	.01	.00	.01	.01	.01	.01	.06	.00	.00	.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.02	.02	.02	.02
BAD DATA	2	0	2	0	1	1	0	1	0	1
BLANKS	2	0	1	1	2	0	2	0	0	0
BASIC SCIENCES ONLY										
ALT# 1 P	.32	.32	.34	.32	.33	.32	.00	.00	.00	1.00
SE(P)	.00	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+
ALT# 2 P	.26	.26	.26	.26	.26	.25	.00	.00	1.00	.00
SE(P)	.00	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+
ALT# 3 P	.31	.32	.31	.31	.31	.31	.00	1.00	.00	.00
SE(P)	.00	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+
ALT# 4 P	.08	.09	.06	.08	.07	.08	.74	.00	.00	.00
SE(P)	.00	.00+	.01	.00+	.00+	.00+	.06	.06	.06	.06
ALT# 5 P	.03	.02	.03	.03	.03	.03	.26	.00	.00	.00
SE(P)	.00	.00+	.01	.00+	.00+	.00+	.06	.06	.06	.06
BAD DATA	3	0	1	2	2	1	1	1	1	0
BLANKS	8	2	3	3	7	1	8	0	0	0

Question 5: Do you hold full academic tenure?

Key: ALT# 1 = Yes ALT# 2 = No

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.46	.49	.45	.45	.47	.44	.06	.10	.66	.91
SE(P)	.00+	.01	.01	.01	.01	.01	.02	.01	.02	.01
ALT# 2										
P	.54	.51	.55	.55	.53	.56	.94	.90	.34	.09
SE(P)	.00+	.01	.01	.01	.01	.01	.02	.01	.02	.01
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	16	2	7	7	5	11	2	5	7	2
PRIMARY CARE ONLY										
ALT# 1										
P	.42	.48	.38	.44	.48	.36	.00	.08	.53	.87
SE(P)	.01	.02	.02	.03	.02	.02	.02	.02	.04	.03
ALT# 2										
P	.58	.52	.62	.56	.52	.64	1.00	.92	.47	.13
SE(P)	.01	.02	.02	.03	.02	.02	.00+	.02	.04	.03
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	3	0	2	1	0	3	0	1	7	0
OTHER CLINICAL ONLY										
ALT# 1										
P	.42	.42	.41	.42	.40	.44	.08	.11	.65	.90
SE(P)	.01	.02	.02	.02	.02	.02	.03	.02	.04	.03
ALT# 2										
P	.58	.58	.59	.59	.60	.56	.92	.89	.35	.10
SE(P)	.01	.02	.02	.02	.02	.02	.03	.02	.04	.03
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	4	0	1	3	1	3	0	0	3	1
BASIC SCIENCES ONLY										
ALT# 1										
P	.55	.56	.58	.52	.56	.53	.05	.10	.78	.96
SE(P)	.00	.01	.01	.01	.01	.01	.02	.02	.02	.01
ALT# 2										
P	.45	.44	.42	.48	.43	.47	.95	.90	.22	.04
SE(P)	.00	.01	.01	.01	.01	.01	.02	.02	.02	.01
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	9	2	4	3	4	5	2	4	2	1

Question 6: Primary disciplinary area in which you teach?

Key: ALT# 1 = Clinical area (e.g., internal medicine, family medicine, surgery)
ALT# 2 = Non-clinical area (e.g., physiology, sociology, anatomy)
ALT# 3 = Other

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.58	.55	.60	.58	.55	.61	.56	.58	.57	.60
SE(P)	.01	.01	.01	.01	.01	.01	.03	.02	.02	.01
ALT# 2										
P	.34	.37	.33	.33	.35	.32	.28	.34	.36	.35
SE(P)	.00+	.01	.01	.01	.01	.01	.03	.02	.01	.01
ALT# 3										
P	.08	.07	.08	.09	.09	.07	.16	.08	.08	.05
SE(P)	.00+	.00+	.01	.01	.01	.01	.03	.01	.01	.01
BAD DATA	20	8	4	8	6	14	1	5	10	4
BLANKS	100	25	33	42	43	57	25	19	35	21
PRIMARY CARE ONLY										
ALT# 1										
P	.89	.83	.92	.87	.86	.91	.72	.88	.89	.95
SE(P)	.01	.03	.02	.03	.02	.02	.08	.03	.03	.02
ALT# 2										
P	.07	.13	.05	.06	.08	.05	.13	.07	.06	.04
SE(P)	.01	.03	.02	.02	.02	.01	.06	.02	.02	.02
ALT# 3										
P	.05	.04	.03	.07	.06	.04	.15	.05	.05	.01
SE(P)	.01	.01	.01	.02	.02	.01	.07	.02	.02	.00+
BAD DATA	6	3	2	1	1	5	0	1	4	1
BLANKS	19	7	7	5	6	13	6	3	8	2
OTHER CLINICAL ONLY										
ALT# 1										
P	.78	.86	.76	.78	.76	.81	.74	.75	.78	.87
SE(P)	.02	.02	.03	.03	.03	.03	.05	.04	.04	.03
ALT# 2										
P	.12	.08	.13	.12	.13	.11	.12	.16	.12	.06
SE(P)	.01	.02	.03	.02	.02	.02	.04	.03	.03	.02
ALT# 3										
P	.10	.06	.11	.09	.11	.08	.14	.09	.10	.07
SE(P)	.01	.02	.02	.02	.02	.02	.04	.02	.03	.02
BAD DATA	7	1	2	4	3	4	1	3	2	1
BLANKS	30	8	9	13	9	21	9	7	12	2

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Question 6 continued

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
BASIC SCIENCES ONLY										
ALT# 1 P	.06	.07	.06	.05	.06	.06	.08	.07	.05	.04
SE(P)	.00	.01	.01	.01	.01	.01	.03	.01	.01	.01
ALT# 2 P	.85	.84	.86	.85	.86	.65	.77	.83	.87	.89
SE(P)	.01	.02	.02	.02	.01	.02	.05	.02	.02	.02
ALT# 3 P	.09	.10	.08	.09	.08	.09	.15	.10	.08	.07
SE(P)	.00	.01	.01	.01	.01	.01	.04	.02	.01	.01
BAD DATA	7	4	0	3	2	5	0	1	4	2
BLANKS	47	7	17	23	26	21	9	8	15	15

Question 10: How many weeks per year do you have active teaching responsibilities (designing, implementing, and/or evaluating instruction) for UNDERGRADUATE MEDICAL STUDENTS?

Key: ALT# 1 = Less than 10
ALT# 2 = 10-19
ALT# 3 = 20-29
ALT# 4 = 30-39
ALT# 5 = 40 or more

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.31	.26	.30	.33	.31	.31	.59	.29	.27	.21
SE(P)	.00+	.01	.02	.02	.01	.02	.04	.02	.02	.02
ALT# 2										
P	.20	.19	.19	.21	.21	.18	.12	.17	.24	.23
SE(P)	.00+	.01	.01	.01	.01	.01	.02	.02	.02	.02
ALT# 3										
P	.12	.12	.13	.12	.12	.12	.04	.13	.15	.13
SE(P)	.00+	.01	.01	.01	.01	.01	.01	.01	.01	.01
ALT# 4										
P	.10	.09	.09	.10	.08	.11	.12	.08	.08	.11
SE(P)	.00+	.01	.01	.01	.00+	.01	.03	.01	.01	.01
ALT# 5										
P	.28	.34	.29	.24	.28	.28	.13	.31	.27	.32
SE(P)	.00+	.02	.02	.01	.01	.02	.03	.02	.02	.02
BAD DATA	3	1	0	2	3	0	0	0	3	0
BLANKS	12	7	1	4	5	7	6	1	1	4
PRIMARY CARE ONLY										
ALT# 1										
P	.24	.19	.24	.26	.22	.26	.66	.20	.22	.16
SE(P)	.02	.03	.04	.03	.03	.03	.10	.04	.04	.03
ALT# 2										
P	.17	.14	.16	.20	.19	.15	.09	.18	.15	.20
SE(P)	.02	.03	.03	.03	.03	.02	.05	.04	.03	.04
ALT# 3										
P	.10	.12	.08	.13	.11	.10	.04	.12	.12	.10
SE(P)	.01	.02	.02	.03	.02	.02	.03	.03	.03	.02
ALT# 4										
P	.08	.12	.07	.07	.07	.09	.10	.04	.10	.10
SE(P)	.01	.02	.02	.02	.01	.02	.08	.02	.03	.03
ALT# 5										
P	.41	.44	.44	.34	.41	.40	.11	.46	.41	.44
SE(P)	.02	.04	.04	.04	.04	.03	.04	.05	.04	.05
BAD DATA	1	0	0	1	1	0	0	0	1	0
BLANKS	0	0	0	0	0	0	0	0	0	0

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Question 10 continued

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
OTHER CLINICAL ONLY										
ALT# 1										
P	.36	.29	.35	.39	.38	.33	.56	.35	.35	.22
SE(P)	.02	.03	.04	.03	.03	.03	.07	.04	.04	.04
ALT# 2										
P	.10	.07	.09	.12	.10	.10	.08	.07	.17	.10
SE(P)	.01	.02	.02	.02	.02	.02	.03	.02	.03	.02
ALT# 3										
P	.07	.05	.09	.06	.07	.07	.02	.08	.10	.08
SE(P)	.01	.01	.02	.01	.02	.02	.02	.02	.03	.02
ALT# 4										
P	.11	.05	.10	.14	.08	.14	.15	.12	.04	.11
SE(P)	.01	.01	.03	.02	.01	.03	.05	.03	.01	.03
ALT# 5										
P	.36	.54	.38	.29	.37	.36	.19	.39	.34	.49
SE(P)	.02	.04	.04	.03	.03	.03	.05	.04	.04	.04
BAD DATA	2	1	0	1	2	0	0	0	2	0
BLANKS	4	3	1	0	2	2	2	0	1	1
BASIC SCIENCES ONLY										
ALT# 1										
P	.30	.28	.30	.32	.28	.33	.57	.34	.25	.22
SE(P)	.01	.02	.03	.02	.02	.02	.05	.03	.02	.02
ALT# 2										
P	.35	.36	.35	.34	.36	.33	.23	.31	.38	.40
SE(P)	.01	.02	.03	.02	.02	.02	.05	.03	.03	.03
ALT# 3										
P	.20	.18	.22	.18	.20	.19	.06	.21	.21	.21
SE(P)	.01	.02	.02	.02	.02	.02	.03	.03	.02	.02
ALT# 4										
P	.09	.10	.10	.09	.09	.10	.07	.08	.10	.11
SE(P)	.00	.01	.01	.01	.01	.01	.03	.01	.01	.02
ALT# 5										
P	.06	.08	.04	.08	.07	.05	.07	.06	.06	.06
SE(P)	.00	.01	.01	.01	.01	.00+	.02	.01	.01	.01
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	8	4	0	4	3	5	4	1	0	3

Question 11: During the weeks indicated in question 10, how many hours a week do you usually spend in these teaching activities?

Key: ALT# 1 = 4 or less
ALT# 2 = 5-9
ALT# 3 = 10-14
ALT# 4 = 15 or more

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.35	.29	.35	.38	.33	.37	.64	.34	.28	.27
SE(P)	.00+	.02	.02	.02	.01	.02	.04	.02	.02	.02
ALT# 2										
P	.29	.29	.29	.30	.29	.30	.21	.27	.32	.34
SE(P)	.00+	.02	.02	.02	.01	.02	.04	.02	.02	.02
ALT# 3										
P	.18	.20	.18	.18	.20	.17	.07	.21	.20	.20
SE(P)	.01	.01	.02	.01	.01	.01	.02	.02	.02	.02
ALT# 4										
P	.17	.23	.18	.14	.18	.17	.08	.18	.20	.19
SE(P)	.00+	.01	.01	.01	.01	.01	.02	.02	.02	.02
BAD DATA	8	4	2	2	2	6	1	2	2	3
BLANKS	23	11	4	8	12	11	8	2	6	7
PRIMARY CARE ONLY										
ALT# 1										
P	.27	.25	.24	.31	.20	.34	.69	.25	.23	.17
SE(P)	.02	.03	.03	.04	.03	.03	.07	.04	.04	.03
ALT# 2										
P	.33	.33	.34	.32	.37	.30	.23	.33	.32	.38
SE(P)	.02	.04	.04	.04	.04	.03	.07	.05	.04	.04
ALT# 3										
P	.20	.19	.18	.21	.24	.15	.02	.22	.21	.22
SE(P)	.02	.03	.03	.03	.03	.02	.01	.04	.03	.04
ALT# 4										
P	.20	.22	.23	.16	.20	.21	.07	.19	.25	.23
SE(P)	.02	.03	.04	.03	.03	.03	.04	.04	.04	.04
BAD DATA	2	2	0	0	0	2	0	0	0	2
BLANKS	4	1	1	2	2	2	0	0	2	2

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Question II continued

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
OTHER CLINICAL ONLY										
ALT# 1										
P	**.49**	.41	.49	.52	.50	.48	.66	.47	.44	.43
SE(P)	**.02**	.04	.04	.03	.03	.04	.06	.04	.04	.04
ALT# 2										
P	**.24**	.27	.23	.27	.23	.26	.19	.21	.31	.28
SE(P)	**.02**	.03	.04	.03	.03	.03	.05	.03	.04	.04
ALT# 3										
P	**.14**	.20	.17	.10	.15	.14	.07	.18	.13	.17
SE(P)	**.01**	.03	.03	.02	.02	.02	.02	.03	.03	.03
ALT# 4										
P	**.12**	.18	.11	.11	.11	.13	.08	.14	.12	.12
SE(P)	**.01**	.03	.02	.02	.02	.02	.03	.03	.03	.02
BAD DATA	**2**	1	0	1	0	2	1	1	0	0
BLANKS	**7**	5	0	2	4	3	2	1	2	2
BASIC SCIENCES ONLY										
ALT# 1										
P	**.24**	.21	.26	.22	.22	.26	.51	.25	.17	.19
SE(P)	**.01**	.02	.02	.02	.02	.02	.06	.03	.02	.02
ALT# 2										
P	**.32**	.30	.32	.32	.30	.34	.21	.29	.34	.37
SE(P)	**.01**	.02	.03	.02	.02	.02	.05	.03	.03	.03
ALT# 3										
P	**.23**	.20	.20	.27	.23	.22	.13	.23	.25	.23
SE(P)	**.01**	.02	.02	.02	.02	.02	.04	.03	.02	.02
ALT# 4										
P	**.22**	.28	.21	.19	.25	.17	.15	.22	.24	.21
SE(P)	**.01**	.02	.02	.02	.02	.02	.04	.02	.02	.02
BAD DATA	**3**	1	1	1	1	2	0	0	2	1
BLANKS	**12**	5	3	4	6	6	6	1	2	3

Question 12: Do you consider yourself to be a PRIMARY CARE specialist?

Key: ALT# 1 = Yes ALT# 2 = No

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.25	.26	.26	.24	.24	.26	.33	.29	.20	.21
SE(P)	.00+	.01	.02	.02	.01	.02	.04	.02	.02	.02
ALT# 2										
P	.75	.74	.74	.76	.76	.74	.67	.71	.80	.79
SE(P)	.00+	.01	.02	.02	.01	.02	.04	.02	.02	.02
BAD DATA	2	0	1	1	0	2	0	0	1	1
BLANKS	16	7	4	5	7	9	4	1	6	5
PRIMARY CARE ONLY										
ALT# 1										
P	.40	.46	.40	.36	.39	.41	.40	.47	.36	.35
SE(P)	.03	.04	.05	.04	.04	.04	.10	.05	.04	.04
ALT# 2										
P	.60	.54	.60	.64	.61	.59	.60	.53	.64	.65
SE(P)	.03	.04	.05	.04	.04	.04	.10	.05	.04	.04
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	3	1	0	2	1	2	0	0	1	2
OTHER CLINICAL ONLY										
ALT# 1 P	.31	.33	.31	.30	.31	.31	.43	.32	.24	.26
SE(P)	.02	.03	.04	.03	.03	.03	.06	.04	.04	.04
ALT# 2										
P	.69	.67	.69	.70	.69	.69	.57	.68	.76	.74
SE(P)	.02	.03	.04	.03	.03	.03	.06	.04	.04	.04
BAD DATA	1	0	1	0	0	1	0	0	0	1
BLANKS	3	1	2	0	2	1	1	0	2	0
BASIC SCIENCES ONLY										
ALT# 1										
P	.03	.05	.02	.04	.04	.03	.05	.05	.02	.02
SE(P)	.00	.01	.00+	.01	.00+	.00+	.02	.01	.00+	.00+
ALT# 2										
P	.97	.95	.98	.96	.96	.97	.95	.95	.98	.98
SE(P)	.00	.01	.00+	.01	.00+	.00+	.03	.01	.00+	.00+
BAD DATA	1	0	0	1	0	1	0	0	1	0
BLANKS	10	5	2	3	4	5	3	1	3	3

Question 13: What percentage of your teaching time is devoted to helping prepare undergraduate medical students for PRIMARY CARE?

Key: ALT# 1 = None
ALT# 2 = 1-24%
ALT# 3 = 25-49%
ALT# 4 = 50-74%
ALT# 5 = 75-100%
ALT# 6 = Does not apply

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.34	.31	.32	.39	.34	.35	.46	.33	.33	.31
SE(P)	.00+	.01	.02	.02	.01	.02	.04	.02	.02	.02
ALT# 2										
P	.32	.28	.34	.31	.33	.30	.34	.30	.32	.32
SE(P)	.00+	.02	.02	.02	.02	.02	.04	.02	.02	.02
ALT# 3										
P	.09	.09	.10	.08	.08	.10	.03	.09	.09	.11
SE(P)	.00+	.01	.01	.01	.01	.01	.01	.01	.01	.01
ALT# 4										
P	.07	.12	.07	.06	.08	.07	.04	.08	.09	.07
SE(P)	.00+	.01	.01	.00+	.00+	.01	.02	.01	.01	.01
ALT# 5										
P	.10	.12	.10	.10	.10	.10	.07	.12	.10	.11
SE(P)	.00+	.01	.01	.01	.01	.01	.03	.02	.01	.01
ALT# 6										
P	.08	.07	.08	.07	.07	.08	.05	.08	.08	.08
SE(P)	.00+	.00+	.01	.00+	.00+	.00+	.02	.01	.01	.01
BAD DATA	6	3	2	1	5	1	1	2	2	1
BLANKS	47	20	11	16	19	28	12	9	20	6
PRIMARY CARE ONLY										
ALT# 1										
P	.19	.16	.18	.23	.19	.20	.37	.20	.19	.13
SE(P)	.02	.03	.04	.03	.03	.03	.11	.04	.04	.03
ALT# 2										
P	.36	.28	.37	.37	.35	.37	.41	.27	.40	.40
SE(P)	.03	.03	.04	.04	.03	.04	.11	.05	.05	.04
ALT# 3										
P	.14	.16	.15	.13	.13	.16	.02	.17	.14	.15
SE(P)	.02	.03	.03	.02	.03	.02	.01	.04	.03	.03
ALT# 4										
P	.11	.17	.09	.10	.13	.09	.03	.12	.10	.12
SE(P)	.01	.03	.02	.02	.02	.02	.01	.03	.03	.03
ALT# 5										
P	.18	.20	.18	.16	.19	.16	.06	.22	.15	.19
SE(P)	.02	.03	.03	.03	.03	.03	.04	.04	.03	.04
ALT# 6										
P	.02	.03	.03	.02	.02	.03	.10	.01	.02	.01
SE(P)	.00+	.01	.02	.01	.01	.01	.08	.01	.01	.00+
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	6	2	1	3	3	3	1	1	3	1

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Question 13 continued

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
OTHER CLINICAL ONLY										
ALT# 1 P	.30	.25	.28	.33	.29	.31	.39	.28	.30	.25
SE(P)	.02	.03	.03	.03	.03	.03	.05	.04	.04	.04
ALT# 2 P	.41	.39	.42	.40	.44	.37	.40	.41	.38	.43
SE(P)	.02	.04	.04	.03	.03	.03	.07	.04	.04	.04
ALT# 3 P	.09	.09	.08	.09	.07	.10	.06	.07	.09	.13
SE(P)	.01	.02	.02	.02	.01	.02	.03	.02	.02	.03
ALT# 4 P	.08	.16	.07	.05	.05	.10	.05	.08	.10	.07
SE(P)	.01	.03	.02	.01	.01	.02	.03	.02	.02	.02
ALT# 5 P	.09	.09	.09	.10	.10	.09	.10	.10	.10	.08
SE(P)	.01	.02	.02	.02	.02	.02	.04	.02	.02	.02
ALT# 6 P	.04	.02	.05	.03	.04	.02	.00	.06	.03	.03
SE(P)	.00+	.01	.02	.01	.01	.01	.00+	.02	.01	.01
BAD DATA	1	1	0	0	0	1	1	0	0	0
BLANKS	7	4	2	1	4	3	3	2	2	0
BASIC SCIENCES ONLY										
ALT# 1 P	.54	.49	.51	.58	.52	.56	.72	.52	.49	.53
SE(P)	.01	.02	.03	.03	.02	.02	.05	.03	.03	.03
ALT# 2 P	.16	.18	.19	.11	.19	.12	.13	.18	.17	.14
SE(P)	.01	.02	.02	.01	.02	.01	.04	.02	.02	.02
ALT# 3 P	.04	.04	.06	.03	.04	.04	.01	.03	.04	.06
SE(P)	.00	.00+	.01	.00+	.00+	.01	.00+	.01	.01	.01
ALT# 4 P	.04	.04	.05	.03	.06	.02	.01	.04	.07	.03
SE(P)	.00	.01	.01	.00+	.01	.00+	.00+	.01	.01	.00+
ALT# 5 P	.05	.09	.02	.06	.04	.06	.02	.05	.05	.06
SE(P)	.00	.01	.00+	.01	.00+	.01	.01	.01	.01	.01
ALT# 6 P	.17	.16	.17	.18	.15	.20	.11	.19	.18	.18
SE(P)	.01	.02	.02	.02	.01	.02	.04	.02	.02	.02
BAD DATA	5	2	2	1	5	0	0	2	2	1
BLANKS	35	15	8	12	12	23	8	7	15	5

Question 14: Number of years since you completed your professional training?

Key: ALT# 1 = Not yet completed
ALT# 2 = Less than 1
ALT# 3 = 1-4
ALT# 4 = 5-9
ALT# 5 = 10-14
ALT# 6 = 15-19
ALT# 7 = 20 or more

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.01	.02	.00	.02	.01	.01	.05	.00	.01	.01
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.01	.00+	.00+	.00+
ALT# 2										
P	.02	.03	.02	.02	.02	.02	.06	.03	.00	.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.02	.00+	.00+	.00+
ALT# 3										
P	.20	.21	.22	.17	.23	.17	.46	.38	.03	.00
SE(P)	.01	.01	.02	.01	.01	.01	.04	.02	.00+	.00+
ALT# 4										
P	.27	.26	.27	.27	.27	.27	.24	.41	.35	.05
SE(P)	.00+	.01	.02	.02	.01	.02	.04	.02	.02	.01
ALT# 5										
P	.17	.18	.15	.18	.15	.18	.08	.11	.27	.19
SE(P)	.00+	.01	.01	.01	.01	.01	.02	.01	.02	.02
ALT# 6										
P	.12	.13	.12	.17	.12	.12	.02	.04	.17	.23
SE(P)	.00+	.01	.01	.01	.01	.01	.00+	.01	.02	.02
ALT# 7										
P	.21	.18	.21	.22	.19	.23	.08	.02	.17	.52
SE(P)	.00+	.01	.01	.01	.01	.01	.01	.00+	.02	.02
BAD DATA	7	2	1	4	2	5	1	0	6	0
BLANKS	9	5	1	3	4	5	1	2	3	3

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Question 14 continued

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
PRIMARY CARE ONLY										
ALT# 1										
P	**.01**	.03	.00	.01	.01	.01	.01	.00	.00	.02
SE(P)	**.00+**	.01	.01	.00+	.00+	.00+	.00+	.00+	.00+	.00+
ALT# 2										
P	**.02**	.02	.01	.02	.02	.01	.07	.02	.00	.00
SE(P)	**.00+**	.00+	.00+	.01	.01	.00+	.05	.01	.00+	.00+
ALT# 3										
P	**.21**	.19	.25	.15	.23	.18	.57	.41	.02	.00
SE(P)	**.02**	.03	.03	.03	.03	.03	.11	.05	.01	.01
ALT# 4										
P	**.25**	.23	.22	.30	.25	.26	.25	.36	.35	.05
SE(P)	**.02**	.03	.04	.04	.03	.03	.10	.05	.04	.02
ALT# 5										
P	**.17**	.19	.16	.18	.15	.20	.08	.14	.24	.18
SE(P)	**.02**	.03	.03	.03	.02	.03	.04	.04	.04	.04
ALT# 6										
P	**.12**	.11	.11	.13	.13	.10	.01	.04	.15	.22
SE(P)	**.01**	.02	.03	.02	.02	.02	.00+	.02	.03	.04
ALT# 7										
P	**.23**	.22	.25	.20	.22	.23	.01	.02	.24	.53
SE(P)	**.01**	.03	.03	.03	.02	.02	.00+	.00+	.04	.04
BAD DATA	**2**	1	0	1	1	1	1	0	1	0
BLANKS	**1**	1	0	0	1	0	1	0	0	0

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Question 14 continued

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
OTHER CLINICAL ONLY										
ALT# 1 P	**.02**	.01	.01	.03	.02	.01	.06	.01	.01	.00
SE(P)	**.00+**	.00+	.00+	.01	.00+	.00+	.03	.00+	.00+	.00+
ALT# 2										
P	**.02**	.05	.01	.02	.02	.03	.06	.03	.00	.00
SE(P)	**.00+**	.01	.00+	.01	.00+	.01	.03	.01	.01	.01
ALT# 3										
P	**.23**	.23	.27	.19	.27	.19	.47	.37	.05	.00
SE(P)	**.02**	.03	.03	.03	.03	.02	.06	.04	.02	.02
ALT# 4										
P	**.27**	.24	.29	.27	.30	.25	.24	.39	.33	.09
SE(P)	**.02**	.03	.04	.03	.03	.03	.06	.04	.04	.03
ALT# 5										
P	**.16**	.20	.15	.15	.13	.19	.08	.10	.24	.23
SE(P)	**.01**	.03	.03	.02	.02	.02	.02	.02	.04	.04
ALT# 6										
P	**.12**	.11	.14	.11	.12	.13	.03	.06	.20	.21
SE(P)	**.01**	.02	.02	.02	.02	.02	.01	.02	.04	.03
ALT# 7										
P	**.18**	.15	.14	.23	.15	.22	.06	.04	.17	.47
SE(P)	**.01**	.02	.02	.02	.02	.02	.02	.02	.03	.04
BAD DATA	**2**	0	0	2	0	2	0	0	2	0
BLANKS	**3**	1	0	2	2	1	0	1	0	2

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Question 14 continued

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
BASIC SCIENCES ONLY										
ALT# 1 P	.01	.01	.00	.02	.01	.01	.05	.00	.00	.01
SE(P)	.00	.00+	.00+	.00+	.00+	.00+	.02	.02	.00+	.00+
ALT# 2										
P	.01	.01	.01	.01	.01	.00	.04	.02	.00	.00
SE(P)	.00	.00+	.00+	.00+	.00+	.00+	.02	.00+	.00+	.00+
ALT# 3										
P	.16	.19	.15	.16	.19	.13	.37	.38	.02	.00
SE(P)	.01	.01	.02	.02	.01	.01	.05	.03	.00+	.00+
ALT# 4										
P	.27	.29	.30	.24	.24	.31	.24	.48	.36	.02
SE(P)	.01	.02	.02	.02	.02	.02	.05	.03	.03	.00+
ALT# 5										
P	.18	.17	.15	.20	.19	.15	.08	.09	.34	.16
SE(P)	.01	.02	.02	.02	.01	.01	.03	.02	.02	.02
ALT# 6										
P	.13	.16	.12	.12	.11	.15	.01	.03	.16	.24
SE(P)	.01	.01	.02	.01	.01	.01	.00+	.00+	.02	.02
ALT# 7										
P	.24	.18	.26	.25	.24	.25	.21	.01	.12	.57
SE(P)	.01	.02	.02	.02	.01	.01	.05	.00+	.02	.03
BAD DATA	3	1	1	1	1	2	0	0	3	0
BLANKS	5	3	1	1	1	4	0	1	3	1

Question 15: At how many medical schools (including this one) have you held a salaried faculty appointment?

Key: ALT# 1 = 1
ALT# 2 = 2
ALT# 3 = 3
ALT# 4 = 4
ALT# 5 = 5 or more

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.68	.61	.69	.70	.68	.67	.86	.82	.68	.47
SE(P)	.00+	.02	.02	.02	.01	.01	.03	.02	.02	.02
ALT# 2										
P	.23	.30	.22	.20	.23	.22	.12	.15	.20	.32
SE(P)	.01	.01	.02	.01	.01	.01	.03	.02	.02	.02
ALT# 3										
P	.07	.07	.06	.08	.06	.08	.01	.03	.08	.10
SE(P)	.00+	.00+	.01	.01	.00+	.00+	.00+	.00+	.01	.01
ALT# 4										
P	.02	.02	.02	.02	.02	.02	.00	.00	.02	.08
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.01
ALT# 5										
P	.01	.01	.01	.01	.00	.01	.00	.00	.01	.03
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	12	4	3	5	5	7	3	3	2	4
PRIMARY CARE ONLY										
ALT# 1										
P	.70	.55	.74	.71	.70	.69	.88	.84	.67	.49
SE(P)	.02	.03	.03	.04	.03	.03	.06	.04	.04	.05
ALT# 2										
P	.23	.35	.21	.21	.24	.22	.12	.15	.23	.36
SE(P)	.02	.04	.03	.03	.03	.03	.06	.03	.04	.04
ALT# 3										
P	.04	.05	.02	.07	.04	.04	.00	.01	.05	.08
SE(P)	.00+	.01	.01	.02	.01	.01	.01	.00+	.02	.02
ALT# 4										
P	.03	.05	.03	.01	.02	.04	.00	.00	.07	.07
SE(P)	.00+	.01	.01	.00+	.00+	.01	.01	.01	.01	.02
ALT# 5										
P	.00	.00	.01	.00	.00	.01	.00	.00	.01	.00
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.01	.01
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	4	1	2	1	1	3	0	0	1	3

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Question 15 continued

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
OTHER CLINICAL ONLY										
ALT# 1 P	.69	.65	.70	.70	.70	.67	.86	.79	.60	.50
SE(P)	.02	.03	.04	.03	.03	.03	.05	.03	.04	.04
ALT# 2 P	.21	.27	.22	.20	.22	.21	.14	.14	.30	.30
SE(P)	.02	.03	.03	.03	.02	.03	.05	.03	.04	.04
ALT# 3 P	.08	.07	.08	.08	.06	.09	.00	.06	.10	.14
SE(P)	.01	.02	.02	.02	.01	.02	.02	.02	.02	.03
ALT# 4 P	.01	.01	.00	.02	.01	.02	.00	.00	.01	.03
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.01
ALT# 5 P	.01	.00	.01	.01	.00	.01	.00	.01	.00	.02
SE(P)	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.01
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	3	1	0	2	1	2	0	1	1	1
BASIC SCIENCES ONLY										
ALT# 1 P	.64	.62	.61	.68	.64	.63	.67	.82	.59	.43
SE(P)	.01	.02	.02	.02	.02	.02	.03	.02	.03	.03
ALT# 2 P	.24	.27	.25	.21	.23	.24	.07	.16	.31	.31
SE(P)	.01	.02	.02	.02	.02	.02	.02	.02	.02	.03
ALT# 3 P	.09	.09	.09	.09	.09	.09	.05	.01	.07	.19
SE(P)	.00	.01	.01	.01	.01	.01	.02	.00+	.01	.02
ALT# 4 P	.03	.01	.04	.02	.03	.02	.00	.01	.02	.05
SE(P)	.00	.00+	.01	.00+	.00+	.00+	.00+	.00+	.00+	.01
ALT# 5 P	.01	.01	.01	.01	.01	.01	.00	.00	.00	.02
SE(P)	.00	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+	.00+
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	5	2	1	2	3	2	3	2	0	0

Question 16: How many years have you held a salaried faculty appointment in medical schools, including this one? (Do not count graduate and research assistantships.)

Key: ALT# 1 = Less than 1
ALT# 2 = 1-4
ALT# 3 = 5-9
ALT# 4 = 10-14
ALT# 5 = 15-19
ALT# 6 = 20 or more

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.04	.05	.03	.05	.04	.04	.13	.05	.00	.00
SE(P)	.00+	.00+	.00+	.01	.00+	.00+	.03	.01	.00+	.00+
ALT# 2										
P	.31	.32	.34	.26	.31	.30	.61	.55	.09	.05
SE(P)	.01	.01	.02	.01	.01	.01	.03	.02	.01	.01
ALT# 3										
P	.29	.28	.28	.31	.29	.29	.21	.31	.47	.16
SE(P)	.00+	.01	.02	.02	.01	.01	.03	.02	.02	.02
ALT# 4										
P	.15	.16	.14	.15	.15	.15	.03	.05	.27	.23
SE(P)	.00+	.01	.01	.01	.01	.01	.00+	.00+	.02	.02
ALT# 5										
P	.09	.08	.09	.10	.10	.08	.01	.03	.10	.20
SE(P)	.00+	.01	.01	.01	.01	.00+	.00+	.00+	.01	.02
ALT# 6										
P	.12	.11	.12	.14	.11	.14	.01	.01	.07	.36
SE(P)	.00+	.01	.01	.01	.00+	.01	.00+	.00+	.01	.02
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	29	13	[illegible]	11	15	14	2	5	12	10
PRIMARY CARE ONLY										
ALT# 1										
P	.04	.04	.04	.05	.06	.03	.16	.08	.00	.00
SE(P)	.01	.01	.02	.02	.02	.01	.06	.03	.03	.03
ALT# 2										
P	.31	.33	.36	.23	.31	.30	.69	.58	.08	.05
SE(P)	.02	.03	.04	.03	.03	.03	.07	.05	.02	.02
ALT# 3										
P	.28	.25	.25	.34	.28	.28	.13	.29	.47	.17
SE(P)	.02	.03	.04	.04	.03	.03	.06	.04	.04	.03
ALT# 4										
P	.14	.17	.12	.15	.12	.16	.02	.02	.27	.21
SE(P)	.01	.03	.02	.02	.02	.02	.01	.01	.04	.04
ALT# 5										
P	.10	.10	.11	.09	.13	.07	.00	.02	.12	.21
SE(P)	.01	.02	.02	.02	.02	.01	.01	.01	.03	.04
ALT# 6										
P	.13	.11	.12	.14	.10	.15	.00	.01	.07	.36
SE(P)	.01	.02	.02	.02	.02	.02	.02	.00+	.02	.04
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	[illegible]	1	2	2	2	3	0	0	2	3

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Question 16 continued

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
OTHER CLINICAL ONLY										
ALT# 1 P	.05	.10	.01	.06	.04	.05	.13	.05	.00	.01
SE(P)	.00+	.02	.00+	.02	.01	.01	.04	.01	.00+	.00+
ALT# 2 P	.35	.34	.40	.30	.37	.32	.63	.53	.13	.06
SE(P)	.02	.03	.03	.03	.03	.03	.05	.04	.03	.02
ALT# 3 P	.29	.25	.28	.30	.28	.30	.20	.31	.44	.19
SE(P)	.02	.03	.03	.03	.03	.03	.04	.04	.04	.03
ALT# 4 P	.15	.16	.17	.12	.14	.15	.03	.06	.26	.26
SE(P)	.01	.02	.02	.02	.02	.02	.01	.02	.04	.04
ALT# 5 P	.09	.08	.08	.10	.09	.08	.01	.05	.11	.19
SE(P)	.01	.02	.02	.02	.02	.01	.01	.02	.02	.03
ALT# 6 P	.09	.08	.06	.12	.08	.10	.00	.00	.06	.29
SE(P)	.01	.02	.01	.01	.01	.01	.01	.00+	.02	.04
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	8	4	1	3	4	4	1	2	4	1
BASIC SCIENCES ONLY										
ALT# 1 P	.02	.02	.03	.02	.03	.02	.11	.03	.01	.00
SE(P)	.00	.00+	.01	.00+	.00+	.00+	.04	.01	.00+	.00+
ALT# 2 P	.25	.29	.23	.25	.25	.25	.55	.55	.06	.02
SE(P)	.01	.02	.02	.02	.01	.02	.05	.03	.01	.00+
ALT# 3 P	.29	.32	.29	.27	.29	.29	.23	.34	.47	.12
SE(P)	.01	.02	.02	.02	.02	.02	.04	.03	.03	.02
ALT# 4 P	.16	.15	.14	.20	.17	.15	.05	.06	.29	.20
SE(P)	.01	.02	.02	.02	.01	.01	.02	.01	.02	.02
ALT# 5 P	.10	.08	.11	.10	.10	.11	.02	.01	.10	.22
SE(P)	.00	.01	.02	.01	.01	.01	.01	.00+	.01	.02
ALT# 6 P	.17	.13	.20	.16	.16	.18	.04	.00	.07	.44
SE(P)	.01	.01	.02	.01	.01	.01	.02	.00+	.01	.03
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	16	8	2	6	9	7	1	3	6	6

Question 17: How many years have you held a salaried faculty appointment at this institution?

Key: ALT# 1 = Less than 1
ALT# 2 = 1-4
ALT# 3 = 5-9
ALT# 4 = 10-14
ALT# 5 = 15-19
ALT# 6 = 20 or more

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.05	.06	.04	.05	.05	.04	.13	.06	.02	.01
SE(P)	.00+	.00+	.00+	.01	.00+	.00+	.03	.01	.00+	.00+
ALT# 2										
P	.37	.43	.40	.31	.37	.37	.64	.60	.16	.14
SE(P)	.00+	.01	.02	.02	.01	.01	.03	.02	.01	.01
ALT# 3										
P	.32	.30	.29	.35	.32	.32	.18	.28	.52	.27
SE(P)	.00+	.01	.02	.02	.01	.01	.03	.02	.02	.02
ALT# 4										
P	.12	.11	.11	.13	.11	.12	.03	.03	.19	.20
SE(P)	.00+	.01	.01	.01	.01	.01	.01	.00+	.02	.02
ALT# 5										
P	.07	.07	.08	.07	.07	.08	.01	.02	.08	.16
SE(P)	.00+	.01	.01	.00+	.00+	.00+	.00+	.00+	.01	.01
ALT# 6										
P	.07	.03	.08	.09	.07	.08	.00	.00	.03	.23
SE(P)	.00+	.00+	.01	.00+	.00+	.00+	.00+	.00+	.00+	.02
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	12	3	2	7	6	6	1	5	3	3
PRIMARY CARE ONLY										
ALT# 1										
P	.05	.06	.04	.05	.07	.03	.16	.08	.01	.00
SE(P)	.01	.02	.02	.02	.02	.01	.06	.03	.00+	.00+
ALT# 2										
P	.38	.47	.42	.30	.38	.39	.73	.65	.16	.13
SE(P)	.02	.03	.04	.03	.03	.03	.07	.05	.03	.03
ALT# 3										
P	.30	.29	.27	.35	.31	.29	.09	.22	.51	.30
SE(P)	.02	.03	.04	.04	.03	.03	.06	.04	.04	.04
ALT# 4										
P	.10	.09	.06	.16	.07	.12	.01	.02	.18	.14
SE(P)	.01	.02	.02	.02	.01	.02	.01	.01	.03	.03
ALT# 5										
P	.09	.08	.12	.04	.10	.08	.00	.02	.10	.19
SE(P)	.01	.02	.03	.01	.02	.01	.01	.01	.03	.04
ALT# 6										
P	.08	.02	.10	.10	.07	.10	.00	.01	.05	.23
SE(P)	.01	.01	.02	.02	.02	.02	.02	.00+	.02	.04
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	4	1	2	1	1	3	0	0	1	3

Continued on Next Page

Question 17 continued

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
OTHER CLINICAL ONLY										
ALT# 1 P	.05	.09	.02	.07	.05	.06	.13	.06	.03	.01
SE(P)	.01	.02	.01	.02	.01	.01	.04	.02	.01	.00+
ALT# 2 P	.41	.44	.47	.34	.43	.39	.65	.58	.17	.20
SE(P)	.02	.03	.03	.03	.03	.03	.05	.04	.03	.03
ALT# 3 P	.31	.26	.28	.36	.30	.31	.17	.28	.52	.28
SE(P)	.02	.03	.03	.03	.03	.03	.04	.04	.04	.04
ALT# 4 P	.11	.12	.12	.10	.11	.12	.04	.04	.18	.21
SE(P)	.01	.02	.02	.02	.02	.02	.02	.01	.04	.03
ALT# 5 P	.06	.08	.06	.06	.05	.08	.01	.04	.07	.12
SE(P)	.01	.02	.02	.01	.01	.01	.01	.02	.02	.03
ALT# 6 P	.05	.01	.04	.08	.06	.04	.00	.00	.03	.19
SE(P)	.00+	.00+	.01	.01	.01	.01	.01	.00+	.01	.03
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	3	1	0	2	2	1	0	1	2	0
BASIC SCIENCES ONLY										
ALT# 1 P	.03	.03	.04	.02	.04	.02	.11	.04	.01	.01
SE(P)	.00	.00+	.01	.00+	.00+	.00+	.04	.01	.00+	.00+
ALT# 2 P	.31	.40	.30	.28	.32	.30	.59	.59	.15	.08
SE(P)	.01	.02	.02	.02	.02	.02	.05	.03	.02	.01
ALT# 3 P	.34	.36	.34	.33	.33	.35	.24	.32	.51	.24
SE(P)	.01	.02	.03	.02	.02	.02	.04	.03	.03	.02
ALT# 4 P	.14	.12	.15	.15	.15	.14	.02	.04	.22	.23
SE(P)	.01	.01	.02	.02	.01	.01	.01	.01	.02	.02
ALT# 5 P	.08	.05	.07	.11	.08	.09	.02	.00	.07	.18
SE(P)	.00	.01	.01	.01	.01	.01	.01	.00+	.01	.02
ALT# 6 P	.10	.05	.10	.12	.08	.11	.02	.00	.03	.26
SE(P)	.00	.00+	.01	.01	.01	.01	.01	.00+	.00+	.02
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	5	1	0	4	3	2	1	4	0	0

PREPARATION FOR TEACHING

QUESTIONS 18-24

Question 18: Have you ever audited, or taken for credit, any formally established university or college course(s) on education/teaching? (Refers to the PROCESS of instruction, independent of subject matter.)

Key: ALT# 1 = Yes ALT# 2 = No

All statistics in question 19 refer only to those participants who answered "yes" to this question.

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.21	.23	.22	.17	.23	.18	.29	.19	.19	.19
SE(P)	.01	.01	.02	.01	.01	.01	.04	.02	.02	.02
ALT# 2										
P	.79	.77	.78	.83	.77	.82	.71	.81	.81	.81
SE(P)	.01	.01	.02	.01	.01	.01	.04	.02	.02	.02
BAD DATA	1	0	1	0	1	0	0	0	0	1
BLANKS	8	2	2	4	1	7	1	0	1	6
PRIMARY CARE ONLY										
ALT# 1										
P	.16	.21	.18	.11	.19	.13	.32	.12	.13	.17
SE(P)	.02	.03	.03	.02	.03	.02	.09	.03	.03	.03
ALT# 2										
P	.84	.79	.82	.89	.81	.87	.68	.88	.87	.83
SE(P)	.02	.03	.03	.02	.03	.02	.09	.03	.03	.04
BAD DATA	1	0	1	0	1	0	0	0	0	1
BLANKS	2	0	1	1	0	2	0	0	1	1
OTHER CLINICAL ONLY										
ALT# 1										
P	.24	.23	.27	.21	.26	.22	.28	.23	.23	.23
SE(P)	.02	.03	.04	.03	.03	.03	.06	.04	.04	.04
ALT# 2										
P	.76	.77	.73	.79	.74	.79	.72	.77	.77	.77
SE(P)	.02	.03	.04	.03	.03	.03	.06	.04	.04	.04
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	1	0	0	1	0	1	0	0	0	1
BASIC SCIENCES ONLY										
ALT# 1										
P	.19	.24	.20	.16	.21	.17	.22	.22	.19	.16
SE(P)	.01	.02	.02	.02	.02	.02	.04	.03	.02	.02
ALT# 2										
P	.81	.76	.80	.84	.79	.83	.78	.78	.81	.84
SE(P)	.01	.02	.02	.02	.02	.02	.04	.03	.02	.02
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	5	2	1	2	1	4	1	0	0	4

Question 19: Please indicate in which of the following areas you have taken a course and your estimate of the relevance of each to your teaching.

Key: NEVER = I have NEVER taken this type of course.
RELEVANT = I took this type of course and I consider it RELEVANT to my teaching.
IRRELEVANT = I took this type of course and I consider it IRRELEVANT to my teaching.

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Educational psychology	NEVER	.31 (.03)	.33 (.03)	.33 (.05)	.26 (.04)	.28 (.03)	.34 (.04)	.27 (.07)	.37 (.05)	.27 (.04)	.28 (.05)
	RELEVANT	.54 (.03)	.52 (.04)	.55 (.05)	.55 (.04)	.58 (.04)	.50 (.05)	.57 (.07)	.50 (.05)	.54 (.05)	.58 (.06)
	IRRELEVANT	.15 (.02)	.15 (.02)	.12 (.03)	.19 (.03)	.14 (.02)	.16 (.03)	.16 (.03)	.13 (.03)	.18 (.04)	.14 (.04)
	BLANKS	46	12	15	19	26	20	10	7	14	15
Instructional design	NEVER	.38 (.03)	.38 (.04)	.39 (.05)	.38 (.05)	.33 (.04)	.45 (.05)	.51 (.08)	.43 (.06)	.37 (.05)	.24 (.05)
	RELEVANT	.56 (.03)	.54 (.04)	.55 (.05)	.58 (.05)	.60 (.04)	.50 (.05)	.43 (.08)	.51 (.06)	.57 (.05)	.70 (.05)
	IRRELEVANT	.06	.08 (.02)	.06 (.02)	.05 (.02)	.07 (.02)	.04	.04 (.03)	.06 (.02)	.07 (.03)	.06 (.02)
	BLANKS	65	19	20	26	31	34	12	10	22	21
Teaching methods	NEVER	.23 (.02)	.19 (.03)	.28 (.05)	.19 (.03)	.19 (.03)	.29 (.04)	.29 (.07)	.26 (.05)	.26 (.05)	.12 (.03)
	RELEVANT	.66 (.03)	.72 (.03)	.63 (.04)	.68 (.05)	.71 (.04)	.60 (.04)	.53 (.06)	.67 (.05)	.66 (.05)	.74 (.05)
	IRRELEVANT	.10 (.02)	.09 (.02)	.09 (.03)	.14 (.03)	.11 (.02)	.10 (.03)	.16 (.07)	.06 (.02)	.07 (.03)	.13 (.04)
	BLANKS	43	17	14	12	17	26	7	8	16	12
Evaluation/ testing	NEVER	.34 (.03)	.28 (.03)	.40 (.05)	.29 (.04)	.30 (.03)	.40 (.05)	.30 (.07)	.52 (.06)	.31 (.05)	.18 (.04)
	RELEVANT	.61 (.03)	.65 (.04)	.57 (.05)	.63 (.05)	.64 (.04)	.55 (.05)	.58 (.08)	.43 (.06)	.65 (.05)	.80 (.04)
	IRRELEVANT	.05	.07 (.02)	.03	.07 (.03)	.06 (.02)	.05	.12 (.05)	.05 (.02)	.04	.02
	BLANKS	56	19	15	22	23	33	5	10	19	22
Sociology	NEVER	.42 (.03)	.40 (.04)	.41 (.05)	.44 (.05)	.48 (.04)	.33 (.04)	.16 (.06)	.48 (.06)	.40 (.05)	.55 (.06)
	RELEVANT	.35 (.03)	.42 (.04)	.39 (.05)	.27 (.04)	.33 (.04)	.38 (.05)	.40 (.07)	.37 (.06)	.34 (.04)	.32 (.06)
	IRRELEVANT	.23 (.02)	.19 (.03)	.20 (.04)	.29 (.05)	.19 (.03)	.29 (.04)	.44 (.09)	.15 (.04)	.26 (.05)	.13 (.03)
	BLANKS	61	17	20	24	34	27	9	10	19	23

Question 19 - Continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Anthropology	NEVER	.67 (.03)	.57 (.04)	.68 (.05)	.72 (.04)	.66 (.04)	.68 (.05)	.60 (.08)	.68 (.06)	.67 (.05)	.71 (.05)
	RELEVANT	.20 (.02)	.22 (.03)	.20 (.04)	.18 (.04)	.22 (.03)	.16 (.03)	.21 (.05)	.22 (.05)	.16 (.04)	.19 (.05)
	IRRELEVANT	.13 (.02)	.21 (.03)	.12 (.03)	.10 (.03)	.13 (.02)	.15 (.04)	.18 (.07)	.10 (.03)	.18 (.04)	.10 (.03)
	BLANKS	86	31	26	29	41	45	17	15	26	28
Other	NEVER	.43 (.04)	.52 (.05)	.43 (.06)	.37 (.06)	.47 (.05)	.36 (.05)	.13 (.06)	.49 (.07)	.43 (.05)	.57 (.09)
	RELEVANT	.51 (.04)	.37 (.06)	.52 (.06)	.58 (.06)	.47 (.05)	.57 (.04)	.80 (.06)	.42 (.07)	.50 (.05)	.40 (.09)
	IRRELEVANT	.05	.11 (.05)	.03	.05 (.02)	.04	.06 (.02)	.00 (.02)	.09 (.03)	.06 (.02)	.02
	BLANKS	260	116	74	70	146	114	44	59	80	77

Question 19: Please indicate in which of the following areas you have taken a course and your estimate of the relevance of each to your teaching.

Key: NEVER = I have NEVER taken this type of course.
RELEVANT = I took this type of course and I consider it RELEVANT to my teaching.
IRRELEVANT = I took this type of course and I consider it IRRELEVANT to my teaching.

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Educational psychology	NEVER	.34 (.07)	.28 (.07)	.38 (.12)	.30 (.10)	.32 (.09)	.37 (.11)	.34 (.21)	.40 (.12)	.29 (.13)	.32 (.10)
	RELEVANT	.52 (.07)	.57 (.08)	.48 (.12)	.56 (.09)	.60 (.08)	.41 (.11)	.64 (.21)	.57 (.12)	.48 (.13)	.43 (.09)
	IRRELEVANT	.12 (.02)	.15 (.06)	.10	.14 (.09)	.08 (.04)	.18 (.03)	.02	.03 (.03)	.13 (.07)	.25 (.06)
	BLANKS	10	3	3	4	4	6	1	1	4	4
Instructional design	NEVER	.36 (.06)	.22 (.06)	.34 (.10)	.52 (.10)	.26 (.06)	.51 (.11)	.48 (.21)	.40 (.12)	.26 (.08)	.32 (.07)
	RELEVANT	.56 (.06)	.64 (.07)	.57 (.11)	.48 (.10)	.68 (.08)	.39 (.11)	.41 (.21)	.57 (.12)	.51 (.13)	.68 (.07)
	IRRELEVANT	.06 (.02)	.14 (.03)	.05 (.04)	.00 (.04)	.06 (.04)	.05	.11	.03 (.03)	.14 (.11)	.00 (.11)
	BLANKS	16	8	3	5	7	9	4	1	6	5
Teaching methods	NEVER	.18 (.05)	.12 (.05)	.18 (.08)	.23 (.09)	.08 (.04)	.32 (.11)	.33 (.21)	.18 (.03)	.21 (.08)	.07 (.06)
	RELEVANT	.64 (.04)	.81 (.06)	.56 (.05)	.64 (.09)	.80 (.05)	.40 (.06)	.22 (.02)	.79 (.04)	.36 (.13)	.83 (.08)
	IRRELEVANT	.17 (.05)	.08 (.04)	.22 (.10)	.13	.12 (.04)	.23 (.12)	.46 (.21)	.03 (.03)	.14 (.11)	.11 (.06)
	BLANKS	12	5	2	5	5	7	3	0	6	3
Evaluation/ testing	NEVER	.28 (.06)	.13 (.05)	.31 (.10)	.36 (.09)	.19 (.06)	.42 (.11)	.32 (.21)	.50 (.11)	.09 (.06)	.21 (.06)
	RELEVANT	.67 (.06)	.75 (.07)	.65 (.10)	.64 (.09)	.80 (.06)	.49 (.11)	.62 (.22)	.47 (.12)	.81 (.06)	.77 (.06)
	IRRELEVANT	.03	.13 (.05)	.00 (.05)	.00 (.05)	.01	.05 (.02)	.05 (.04)	.03 (.03)	.00 (.03)	.03 (.02)
	BLANKS	11	4	2	5	4	7	2	0	5	4
Sociology	NEVER	.49 (.05)	.33 (.06)	.44 (.09)	.73 (.05)	.60 (.08)	.34 (.04)	.18	.46 (.12)	.51 (.13)	.70 (.09)
	RELEVANT	.33 (.06)	.55 (.08)	.35 (.11)	.08	.33 (.07)	.33 (.11)	.45 (.22)	.44 (.12)	.10 (.03)	.30 (.09)
	IRRELEVANT	.17 (.05)	.13 (.05)	.17 (.09)	.18 (.05)	.08 (.04)	.29 (.11)	.37 (.21)	.10 (.03)	.30 (.13)	.00 (.13)
	BLANKS	15	4	5	6	7	8	1	0	5	9

Question 19 - Continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Anthropology	NEVER	**.63 (.06)**	.50 (.08)	.62 (.11)	.76 (.09)	.68 (.08)	.56 (.11)	.49 (.21)	.62 (.12)	.65 (.13)	.71 (.07)
	RELEVANT	**.20 (.04)**	.33 (.09)	.17 (.05)	.17 (.07)	.22 (.06)	.17 (.02)	.12 (.05)	.30 (.12)	.02 (.02)	.29 (.07)
	IRRELEVANT	**.15 (.05)**	.18 (.07)	.17 (.09)	.07 (.06)	.10 (.04)	.22 (.11)	.39 (.22)	.08 (.04)	.23 (.13)	.00 (.13)
	BLANKS	**20**	10	4	6	10	10	4	3	6	7
Other	NEVER	**.45 (.04)**	.26	.60 (.05)	.30 (.11)	.59 (.09)	.25 (.03)	.00 (.03)	.28 (.11)	.48	.85 (.08)
	RELEVANT	**.34 (.04)**	.27	.40 (.05)	.27 (.11)	.25 (.06)	.47 (.03)	.74	.34 (.11)	.24	.15 (.08)
	IRRELEVANT	**.06**	.28	.00	.00	.11	.00	.00	.24	.00	.00
	BLANKS	**47**	28	8	11	30	17	11	10	14	12

Question 19: Please indicate in which of the following areas you have taken a course and your estimate of the relevance of each to your teaching.

Key: NEVER = I have NEVER taken this type of course.
RELEVANT = I took this type of course and I consider it RELEVANT to my teaching.
IRRELEVANT = I took this type of course and I consider it IRRELEVANT to my teaching.

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Educational psychology	NEVER	.24 (.04)	.36 (.07)	.27 (.06)	.15 (.04)	.17 (.05)	.34 (.05)	.20 (.05)	.30 (.08)	.18 (.05)	.26 (.08)
	RELEVANT	58 (.04)	.51 (.07)	.58 (.07)	.60 (.06)	.64 (.06)	.49 (.06)	.54 (.07)	.58 (.09)	.54 (.09)	.63 (.10)
	IRRELEVANT	18 (.03)	.13 (.05)	.14 (.05)	.25 (.06)	.19 (.05)	.17 (.04)	.26 (.06)	.12 (.05)	.27 (.08)	.11 (.07)
	BLANKS	16	3	3	10	8	8	5	3	3	5
Instructional design	NEVER	.35 (.04)	.46 (.07)	.38 (.08)	.27 (.05)	.29 (.06)	.44 (.06)	.51 (.07)	.39 (.10)	.34 (.08)	.16 (.07)
	RELEVANT	.59 (.04)	.49 (.06)	.57 (.08)	.66 (.06)	.65 (.06)	.52 (.06)	.43 (.07)	.54 (.10)	.62 (.08)	.80 (.07)
	IRRELEVANT	.05 (.02)	.05 (.03)	.05 (.03)	.06 (.04)	.06 (.03)	.04 (.03)	.06 (.05)	.07 (.04)	.04 (.02)	.04 (.04)
	BLANKS	23	4	6	13	11	12	5	5	7	6
Teaching methods	NEVER	.28 (.04)	.19 (.06)	.38 (.08)	.19 (.05)	.26 (.06)	.32 (.06)	.33 (.08)	.32 (.09)	.35 (.09)	.14 (.07)
	RELEVANT	.66 (.05)	.76 (.06)	.57 (.08)	.73 (.06)	.68 (.07)	.62 (.06)	.62 (.08)	.64 (.10)	.63 (.09)	.73 (.08)
	IRRELEVANT	.06 (.02)	.05 (.03)	.05 (.03)	.08 (.04)	.06 (.03)	.06 (.03)	.06 (.05)	.04 (.03)	.02	.13 (.06)
	BLANKS	15	3	6	6	7	8	2	5	5	3
Evaluation/ testing	NEVER	.34 (.04)	.21 (.06)	.46 (.08)	.23 (.05)	.32 (.06)	.37 (.06)	.27 (.06)	.57 (.10)	.26 (.07)	.15 (.08)
	RELEVANT	.60 (.05)	.74 (.06)	.49 (.08)	.69 (.06)	.61 (.06)	.58 (.06)	.56 (.09)	.39 (.10)	.70 (.08)	.85 (.08)
	IRRELEVANT	.06 (.02)	.05 (.03)	.05 (.03)	.08 (.05)	.07 (.03)	.05 (.03)	.17 (.08)	.04 (.03)	.04 (.02)	.00 (.02)
	BLANKS	18	4	5	9	6	12	1	4	5	8
Sociology	NEVER	.38 (.05)	.43 (.08)	.41 (.08)	.32 (.07)	.41 (.07)	.34 (.06)	.08 (.05)	.45 (.11)	.34 (.08)	.58 (.11)
	RELEVANT	.36 (.05)	.42 (.07)	.41 (.08)	.29 (.07)	.36 (.07)	[illegible] (.06)	.31 (.07)	.38 (.11)	.42 (.07)	.35 (.11)
	IRRELEVANT	.26 (.03)	.15 (.05)	.18 (.04)	.39 (.06)	.23 (.04)	.29 (.05)	.61 (.06)	.17 (.06)	.24 (.08)	.06 (.04)
	BLANKS	21	4	5	12	12	9	5	5	3	8

Question 19 - Continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Anthropology	NEVER	.69 (.04)	.56 (.09)	.67 (.07)	.76 (.06)	.68 (.06)	.70 (.07)	.70 (.08)	.69 (.10)	.54 (.09)	.80 (.07)
	RELEVANT	.20 (.04)	.20 (.05)	.24 (.07)	.15 (.05)	.22 (.06)	.18 (.05)	.23 (.08)	.23 (.09)	.24 (.08)	.10 (.05)
	IRRELEVANT	.11 (.03)	.24 (.07)	.08 (.04)	.09 (.04)	.10 (.03)	.12 (.04)	.07 (.06)	.09 (.04)	.22 (.08)	.09 (.05)
	BLANKS	31	7	8	16	16	15	9	4	7	11
Other	NEVER	.35 (.05)	.41 (.09)	.44 (.09)	.21 (.07)	.40 (.08)	.28 (.05)	.19 (.11)	.48 (.12)	.49 (.07)	.21
	RELEVANT	.46 (.05)	.32 (.07)	.33 (.09)	.67 (.07)	.52 (.08)	.37 (.05)	.67 (.11)	.31 (.12)	.39 (.07)	.51
	IRRELEVANT	.02	.12 (.06)	.00 (.06)	.00 (.06)	.00 (.06)	.04 (.02)	.00 (.02)	.04 (.02)	.02 (.02)	.00 (.02)
	BLANKS	86	27	27	32	48	38	14	21	22	29

Question 19: Please indicate in which of the following areas you have taken a course and your estimate of the relevance of each to your teaching.

Key: NEVER = I have NEVER taken this type of course.
RELEVANT = I took this type of course and I consider it RELEVANT to my teaching.
IRRELEVANT = I took this type of course and I consider it IRRELEVANT to my teaching.

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Educational psychology	NEVER	**.38 (.04)**	.38 (.05)	.37 (.07)	.41 (.07)	.44 (.05)	.31 (.05)	.40 (.11)	.46 (.07)	.41 (.07)	.25 (.07)
	RELEVANT	**.47 (.04)**	.45 (.05)	.49 (.06)	.44 (.07)	.43 (.05)	.52 (.05)	.54 (.11)	.34 (.06)	.50 (.07)	.58 (.07)
	IRRELEVANT	**.15 (.03)**	.17 (.03)	.13 (.05)	.15 (.05)	.13 (.03)	.17 (.04)	.06 (.03)	.20 (.06)	.09 (.04)	.17 (.05)
	BLANKS	**19**	6	9	4	13	6	3	3	7	6
Instructional design	NEVER	**.43 (.04)**	.35 (.05)	.45 (.07)	.47 (.08)	.42 (.05)	.45 (.06)	.54 (.12)	.49 (.07)	.44 (.07)	.30 (.07)
	RELEVANT	**.49 (.04)**	.55 (.05)	.47 (.07)	.47 (.07)	.48 (.05)	.51 (.06)	.46 (.12)	.44 (.07)	.49 (.07)	.57 (.08)
	IRRELEVANT	**.08 (.02)**	.10 (.03)	.08 (.04)	.06 (.04)	.10 (.03)	.04 (.02)	.00 (.02)	.07 (.04)	.07 (.04)	.13 (.06)
	BLANKS	**24**	7	10	7	12	12	1	4	9	10
Teaching methods	NEVER	**.20 (.03)**	.21 (.04)	.20 (.05)	.18 (.05)	.18 (.04)	.23 (.05)	.23 (.10)	.23 (.06)	.19 (.05)	.14 (.05)
	RELEVANT	**.67 (.03)**	.65 (.05)	.76 (.06)	.56 (.07)	.64 (.05)	.71 (.05)	.61 (.11)	.65 (.07)	.71 (.06)	.68 (.06)
	IRRELEVANT	**.13 (.02)**	.13 (.04)	.04 (.02)	.27 (.06)	.18 (.04)	.06 (.02)	.16 (.07)	.12 (.04)	.10 (.04)	.18 (.05)
	BLANKS	**15**	9	5	1	5	10	1	3	5	6
Evaluation/ testing	NEVER	**.42 (.04)**	.45 (.05)	.39 (.06)	.45 (.08)	.40 (.05)	.46 (.05)	.47 (.13)	.47 (.07)	.49 (.07)	.28 (.05)
	RELEVANT	**.52 (.03)**	.51 (.05)	.59 (.06)	.41 (.07)	.52 (.05)	.50 (.05)	.40 (.07)	.46 (.07)	.44 (.07)	.71 (.05)
	IRRELEVANT	**.06 (.02)**	.04 (.02)	.02	.14 (.06)	.08 (.03)	.04 (.02)	.13 (.11)	.07 (.04)	.07 (.04)	.01
	BLANKS	**27**	11	8	8	13	14	2	6	9	10
Sociology	NEVER	**.45 (.04)**	.44 (.05)	.41 (.06)	.51 (.07)	.53 (.05)	.32 (.05)	.25 (.11)	.55 (.07)	.44 (.07)	.40 (.07)
	RELEVANT	**.27 (.03)**	.30 (.05)	.32 (.06)	.19 (.05)	.20 (.04)	.39 (.06)	.25 (.07)	.29 (.06)	.29 (.06)	.25 (.07)
	IRRELEVANT	**.28 (.03)**	.26 (.04)	.28 (.06)	.30 (.07)	.27 (.05)	.29 (.04)	.50 (.12)	.16 (.05)	.27 (.07)	.35 (.07)
	BLANKS	**25**	9	10	6	15	10	3	5	11	6

Question 19 - Continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Anthropology	NEVER	.71 (.04)	.66 (.05)	.72 (.06)	.75 (.07)	.67 (.05)	.78 (.05)	.53 (.11)	.76 (.06)	.77 (.06)	.68 (.08)
	RELEVANT	.12 (.03)	.11 (.03)	.15 (.05)	.09 (.04)	.15 (.04)	.08 (.04)	.12 (.06)	.12 (.05)	.13 (.05)	.11 (.06)
	IRRELEVANT	.17 (.03)	.22 (.05)	.13 (.05)	.16 (.06)	.18 (.04)	.15 (.04)	.34 (.13)	.11 (.04)	.10 (.03)	.21 (.07)
	BLANKS	34	14	13	7	15	19	3	8	13	10
Other	NEVER	.44 (.04)	.58 (.07)	.26 (.06)	.55 (.07)	.46 (.04)	.41 (.07)	.10 (.03)	.63 (.08)	.33 (.07)	.44 (.07)
	RELEVANT	.44 (.03)	.42 (.07)	.57 (.05)	.28 (.05)	.42 (.03)	.46 (.06)	.68 (.03)	.27 (.07)	.51 (.07)	.48 (.05)
	IRRELEVANT	.10 (.03)	.00 (.03)	.10 (.05)	.17 (.06)	.08 (.03)	.13 (.05)	.00 (.05)	.10 (.05)	.16 (.07)	.09 (.05)
	BLANKS	116	54	37	25	59	57	13	27	42	34

Question 20: Have you ever attended any WORKSHOP(S) OR TRAINING SESSION(S) which dealt specifically with the design, implementation, and/or evaluation of instruction in the health professions? (Refers to the PROCESS of instruction, independent of subject matter.)

Key: ALT# 1 = Yes ALT# 2 = No All statistics in questions 21 & 22 refer only to those participants who answered "yes" to this question.

		TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS ALT# 1	P	.39	.44	.40	.35	.40	.37	.25	.29	.42	.54
	SE(P)	.00+	.02	.02	.02	.02	.02	.04	.02	.02	.02
ALT# 2	P	.61	.56	.60	.65	.60	.63	.75	.71	.58	.46
	SE(P)	.00+	.02	.02	.02	.02	.02	.04	.02	.02	.02
BAD DATA		0	0	0	0	0	0	0	0	0	0
BLANKS		19	10	1	8	10	9	5	4	7	3
PRIMARY CARE ONLY ALT# 1	P	.37	.40	.38	.33	.40	.34	.31	.24	.43	.49
	SE(P)	.02	.04	.04	.03	.04	.03	.10	.04	.04	.05
ALT# 2	P	.63	.60	.62	.67	.60	.66	.69	.76	.57	.51
	SE(P)	.02	.04	.04	.03	.04	.03	.10	.04	.04	.05
BAD DATA		0	0	0	0	0	0	0	0	0	0
BLANKS		4	3	0	1	3	1	0	1	2	1
OTHER CLINICAL ONLY ALT# 1	P	.41	.45	.42	.37	.36	.46	.21	.34	.43	.62
	SE(P)	.02	.03	.04	.03	.03	.03	.05	.04	.04	.04
ALT# 2	P	.59	.55	.58	.63	.64	.54	.79	.66	.57	.38
	SE(P)	.02	.03	.04	.03	.03	.03	.05	.04	.04	.04
BAD DATA		0	0	0	0	0	0	0	0	0	0
BLANKS		6	4	0	2	5	1	2	2	2	0
BASIC SCIENCES ONLY ALT# 1	P	.38	.44	.40	.33	.44	.30	.28	.26	.40	.50
	SE(P)	.01	.02	.03	.02	.02	.02	.05	.03	.02	.03
ALT# 2	P	.62	.56	.60	.67	.56	.70	.72	.74	.60	.50
	SE(P)	.01	.02	.03	.02	.02	.02	.05	.03	.02	.03
BAD DATA		0	0	0	0	0	0	0	0	0	0
BLANKS		9	3	1	5	2	7	3	1	3	2

Question 21: Please indicate the TOTAL amount of time you have spent in attendance at these workshops or training sessions?

Key: ALT# 1 = Less than one day
ALT# 2 = One to seven days
ALT# 3 = One to four weeks
ALT# 4 = One to three months
ALT# 5 = More than three months

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
ALL DEPARTMENTS										
ALT# 1										
P	.10	.09	.10	.09	.09	.11	.11	.14	.11	.06
SE(P)	.01	.01	.02	.02	.01	.02	.05	.03	.02	.01
ALT# 2										
P	.59	.58	.62	.55	.58	.60	.72	.56	.63	.55
SE(P)	.02	.03	.03	.03	.03	.03	.06	.05	.03	.03
ALT# 3										
P	.23	.23	.20	.25	.23	.22	.06	.24	.18	.29
SE(P)	.01	.02	.03	.03	.02	.02	.01	.04	.03	.03
ALT# 4										
P	.05	.06	.03	.07	.05	.05	.02	.02	.06	.07
SE(P)	.00	.01	.01	.01	.01	.01	.00+	.00+	.01	.01
ALT# 5										
P	.04	.03	.04	.05	.06	.03	.10	.05	.02	.04
SE(P)	.00	.01	.01	.01	.01	.00+	.05	.02	.01	.01
BAD DATA	1	0	0	1	0	1	0	0	1	0
BLANKS	6	0	2	4	2	4	0	1	3	2
PRIMARY CARE ONLY										
ALT# 1										
P	.16	.10	.21	.12	.12	.21	.32	.19	.19	.09
SE(P)	.03	.03	.06	.04	.04	.05	.16	.08	.05	.04
ALT# 2										
P	.53	.48	.51	.59	.53	.54	.60	.49	.58	.51
SE(P)	.04	.05	.07	.06	.06	.06	.16	.11	.07	.06
ALT# 3										
P	.22	.29	.20	.20	.22	.21	.04	.24	.17	.27
SE(P)	.03	.05	.06	.04	.05	.04	.02	.09	.05	.05
ALT# 4										
P	.05	.07	.03	.08	.08	.02	.02	.00	.06	.09
SE(P)	.01	.03	.02	.04	.03	.01	.01	.01	.03	.03
ALT# 5										
P	.03	.06	.05	.00	.05	.02	.02	.08	.00	.04
SE(P)	.01	.03	.03	.03	.03	.00+	.01	.06	.06	.02
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	237	80	63	94	117	120	24	79	73	61

Continued on Next Page

Question 21 continued

	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
		SMALL	MID	LARGE	PUB	PRIV	INST/ OTHER	ASST PROF	ASSOC PROF	PROF
OTHER CLINICAL ONLY										
ALT# 1										
P	.06	.08	.05	.05	.04	.07	.11	.09	.02	.03
SE(P)	.01	.03	.03	.02	.01	.02	.06	.04	.02	.02
ALT# 2										
P	.58	.60	.66	.47	.57	.59	.70	.54	.61	.56
SE(P)	.03	.05	.06	.05	.05	.05	.11	.07	.06	.05
ALT# 3										
P	.28	.23	.24	.34	.32	.24	.01	.30	.24	.34
SE(P)	.03	.04	.05	.05	.05	.04	.00+	.07	.06	.05
ALT# 4										
P	.04	.06	.01	.07	.01	.07	.00	.02	.09	.04
SE(P)	.01	.03	.01	.02	.00+	.02	.02	.01	.03	.01
ALT# 5										
P	.05	.02	.04	.07	.07	.03	.18	.04	.03	.03
SE(P)	.01	.01	.02	.03	.03	.01	.09	.03	.02	.01
BAD DATA	0	0	0	0	0	0	0	0	0	0
BLANKS	1	0	0	1	0	1	0	1	0	0
BASIC SCIENCES ONLY										
ALT# 1										
P	.15	.13	.17	.14	.15	.15	.06	.25	.15	.12
SE(P)	.02	.02	.03	.03	.02	.03	.05	.05	.03	.03
ALT# 2										
P	.61	.54	.60	.60	.61	.60	.66	.60	.67	.56
SE(P)	.02	.03	.04	.05	.03	.04	.09	.06	.04	.04
ALT# 3										
P	.16	.17	.14	.18	.15	.17	.15	.10	.13	.21
SE(P)	.02	.03	.03	.03	.02	.03	.06	.04	.03	.03
ALT# 4										
P	.04	.04	.04	.05	.05	.04	.06	.04	.01	.07
SE(P)	.01	.01	.02	.02	.01	.01	.03	.02	.00+	.02
ALT# 5										
P	.04	.02	.05	.04	.04	.04	.07	.02	.04	.04
SE(P)	.01	.00+	.02	.02	.01	.01	.06	.01	.02	.02
BAD DATA	1	0	0	1	0	1	0	0	1	0
BLANKS	1	0	1	0	1	0	0	0	1	0

Question 22: Please indicate the topic(s) of the workshops or training sessions you have attended and your estimate of their value for your teaching (the PROCESS, not the subject matter).

ALL DEPARTMENTS

Key: NEVER = I have NEVER attended a workshop or training session on this topic.
VALUABLE = I have attended a workshop on this topic and it was VALUABLE for my teaching.
NOT VALU = I have attended a workshop on this topic and it was NOT VALUABLE for my teaching.

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Instructional/ course design	NEVER	.37 (.02)	.30 (.03)	.42 (.03)	.34 (.03)	.35 (.03)	.39 (.03)	.51 (.07)	.47 (05)	.43 (04)	.23 (.03)
	VALUABLE	.54 (.02)	.62 (.03)	.51 (.04)	.55 (.03)	.55 (.03)	.53 (.03)	.47 (,07)	.46 (.05)	.50 (.04)	.64 (.03)
	NOT VALU	.09	.08	.07 (.02)	.10 (.02)	.10 (.02)	.07	.01	.07 (.03)	.07 (.02)	.12 (.02)
	BLANKS	105	29	38	38	53	52	9	16	39	41
Lecturing	NEVER	.58 (.02)	.51 (.03)	.64 (.04)	.55 (.04)	.58 (.03)	.59 (.03)	.48 (.10)	.67 (.05)	.67 (.03)	.50 (.03)
	VALUABLE	.34 (.02)	.43 (.03)	.29 (.03)	.35 (.03)	.32 (.03)	.36 (.03)	.42 (.08)	.27 (.05)	.26 (.03)	.41 (.03)
	NOT VALU	.08	.06	.07 (.02)	.10 (.02)	.11 (.02)	.04	.08 (.05)	.05 (.03)	.07 (.02)	.09 (.02)
	BLANKS	139	44	46	49	72	67	11	25	39	64
Small group discussion	NEVER	.42 (.02)	.40 (.03)	.42 (.03)	.42 (.03)	.38 (.03)	.46 (.03)	.25 (.08)	.40 (.04)	.51 (.04)	.41 (.03)
	VALUABLE	.53 (.02)	.54 (.03)	.54 (.03)	.51 (.04)	.56 (.03)	.49 (.03)	.73 (.08)	.58 (.04)	.45 (.04)	.51 (.03)
	NOT VALU	.05	.05	.04	.07 (.02)	.06	.04	.01	.02	.04	.09 (.02)
	BLANKS	125	42	37	46	63	62	8	19	36	62
Laboratory teaching	NEVER	.76 (.02)	.76 (.02)	.80 (.03)	.71 (.03)	.74 (.03)	.79 (.02)	.75 (.07)	.79 (.05)	.80 (.03)	.72 (.03)
	VALUABLE	.20 (.02)	.20 (.02)	.18 (.03)	.22 (.03)	.21 (.03)	.18 (.02)	.23 (.07)	.19 (.05)	.17 (.03)	.21 (.03)
	NOT VALU	.04	.04	.02	.07 (.02)	.05	.03	.01	.02	.03	.07
	BLANKS	152	52	49	51	80	72	14	24	45	69
Clinical instruction/ supervision	NEVER	.62 (.02)	.63 (.03)	.62 (.04)	.60 (.03)	.62 (.03)	.60 (.03)	.67 (.07)	.58 (.05)	.65 (.03)	.60 (.03)
	VALUABLE	.34 (.02)	.33 (.03)	.36 (.04)	.34 (.03)	.32 (.03)	.38 (.03)	.31 (.07)	.39 (.05)	.30 (.03)	.35 (.03)
	NOT VALU	.04	.04	.02	.06 (.02)	.06	.01	.01	.03	.05	.05
	BLANKS	150	54	46	50	76	74	11	21	41	77

Question 22 - Continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Interpersonal skill development/sensitivity training	NEVER	.60 (.02)	.58 (.03)	.61 (.03)	.60 (.04)	.56 (.03)	.64 (.03)	.45 (.09)	.54 (.05)	.69 (.04)	.62 (.03)
	VALUABLE	.35 (.02)	.33 (.03)	.35 (.03)	.35 (.04)	.39 (.03)	.30 (.03)	.50 (.08)	.43 (.04)	.27 (.04)	.31 (.03)
	NOT VALU	.05	.09 (.02)	.04	.05	.05	.05	.03	.04 (.02)	.04	.07
	BLANKS	147	51	46	50	72	75	11	20	44	72
Evaluation of clinical performance	NEVER	.65 (.02)	.65 (.03)	.65 (.[illegible]4)	.64 (.03)	.65 (.03)	.64 (.03)	.71 (.09)	.67 (.05)	.70 (.03)	.58 (.03)
	VALUABLE	.32 (.02)	.33 (.03)	.33 (.04)	.30 (.03)	.31 (.03)	.34 (.03)	.20 (.07)	.33 (.05)	.26 (.03)	.38 (.03)
	NOT VALU	.03	.02	.02	.05 (.02)	.04	.02	.08 (.05)	.01	.03	.04
	BLANKS	15[illegible]	53	44	55	74	78	11	25	45	71
Simulation techniques	NEVER	.65 (.02)	.61 (.03)	.67 (.04)	.65 (.03)	.63 (.03)	.68 (.03)	.55 (.09)	.62 (.05)	.69 (.04)	.67 (.03)
	VALUABLE	.31 (.02)	.35 (.03)	.30 (.04)	.29 (.03)	.33 (.03)	.28 (.03)	.42 (.09)	.36 (.05)	.26 (.03)	.28 (.03)
	NOT VALU	.04	.04	.03	.05	.04	.04	.02	.02	.05	.05
	BLANKS	154	51	49	54	78	76	14	18	46	76
Development of programmed instruction/ self-instructional materials	NEVER	.46 (.02)	.39 (.03)	.49 (.04)	.48 (.03)	.44 (.03)	.49 (.03)	.53 (.08)	.53 (.05)	.49 (.04)	.39 (.03)
	VALUABLE	.46 (.02)	.52 (.03)	.45 (.04)	.45 (.03)	.48 (.03)	.44 (.03)	.46 (.08)	.41 (105)	.43 (.04)	.51 (.03)
	NOT VALU	.07	.08	.07 (.02)	.08	.07	.07	.02	.06 (.02)	.08 (.02)	.09 (.02)
	BLANKS	103	29	28	46	51	52	8	16	38	41
Computer assisted instruction (C.A.I.)	NEVER	.73 (.02)	.78 (.02)	.77 (.03)	.66 (.03)	.72 (.02)	.75 (.03)	.64 (.09)	.82 (.03)	.73 (.03)	.70 (.03)
	VALUABLE	.20 (.02)	.18 (.02)	.16 (.03)	.25 (.03)	.20 (.02)	.19 (.03)	.28 (.09)	.13 (.03)	.19 (.03)	.23 (.03)
	NOT VALU	.07	.04	.06	.08 (.02)	.08	.05	.07 (.02)	.05	.08 (.02)	.07
	BLANKS	155	52	46	57	74	81	12	24	46	73

Question 22 - Continued

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Use of media in instruction	NEVER	.48 (.02)	.44 (.03)	.52 (.04)	.44 (.03)	.46 (.03)	.50 (.03)	.55 (.08)	.48 (.05)	.54 (.04)	.41 (.03)
	VALUABLE	.48 (.02)	.52 (.03)	.44 (.04)	.50 (.03)	.50 (.03)	.45 (.03)	.43 (.08)	.49 (.05)	.42 (.04)	.52 (.03)
	NOT VALU	.05	.05	.04	.06	.04	.05	.01	.02	.05	.07
	BLANKS	122	40	39	43	57	65	7	18	39	58
Evaluation/ testing	NEVER	.42 (.02)	.37 (.03)	.43 (.04)	.43 (.03)	.41 (.03)	.43 (.03)	.51 (.07)	.53 (.05)	.44 (.04)	.30 (.03)
	VALUABLE	.52 (.02)	.56 (.03)	.50 (.04)	.52 (.03)	.53 (.03)	.50 (.03)	.48 (.07)	.41 (.05)	.48 (.04)	.62 (.03)
	NOT VALU	.06	.07	.07	.05	.06	.06	.00	.06 (.02)	.07 (.02)	.08 (.02)
	BLANKS	112	33	36	43	54	58	9	20	32	51
Other	NEVER	.82 (.02)	.78 (.04)	.84 (.03)	.82 (.04)	.83 (.03)	.81 (.04)	.39	.84 (.06)	.81 (.04)	92 (.03)
	VALUABLE	.11 (.02)	.14 (.03)	.08 (.03)	.12 (.04)	.10 (.02)	.13 (.04)	.02	.14 (.06)	.18 (.04)	.07 (.03)
	NOT VALU	.01	.03 (.02)	.01	.02	.01	.01	.00	.03 (.02)	.01	.01
	BLANKS	545	207	154	184	295	250	52	93	156	244

Question 22: Please indicate the topic(s) of the workshops or training sessions you have attended and your estimate of their value for your teaching (the PROCESS, not the subject matter).

Key: NEVER = I have NEVER attended a workshop or training session on this topic.
VALUABLE = I have attended a workshop on this topic and it was VALUABLE for my teaching.
NOT VALU = I have attended a workshop on this topic and it was NOT VALUABLE for my teaching.

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Instructional/ course design	NEVER	**.42 (.04)**	.30 (.06)	.38 (.07)	.53 (.06)	.34 (.06)	.50 (.06)	.91 (.02)	.42 (.13)	.43 (.07)	.30 (.06)
	VALUABLE	**.47 (.04)**	.61 (.06)	.48 (.08)	.37 (.06)	.51 (.07)	.41 (.06)	.09 (.02)	.46 (.13)	.48 (.07)	.55 (.07)
	NOT VALU	**.12 (.03)**	.09 (.04)	.14 (.06)	.10 (.04)	.14 (.05)	.08 (.04)	.00 (.04)	.12 (.10)	.09 (.04)	.16 (.05)
	BLANKS	**26**	8	6	12	13	13	2	3	9	12
Lecturing	NEVER	**.63 (.04)**	.59 (.07)	.68 (.07)	.56 (.06)	.55 (.07)	.72 (.04)	.19 (.03)	.64 (.12)	.85 (.05)	.55 (.07)
	VALUABLE	**.29 (.04)**	.36 (.07)	.23 (.06)	.34 (.05)	.32 (.06)	.25 (.04)	.71 (.03)	.24 (.10)	.08 (.03)	.38 (.07)
	NOT VALU	**.08 (.03)**	.05 (.03)	.09 (.05)	.10 (.04)	.13 (.05)	.02	.10	.12 (.10)	.07 (.03)	.07 (.04)
	BLANKS	**33**	14	9	10	18	15	2	4	10	17
Small group discussion	NEVER	**.40 (.04)**	.33 (.06)	.38 (.07)	.45 (.06)	.34 (.06)	.47 (.06)	.49 (.02)	.29 (.11)	.48 (.06)	.38 (.07)
	VALUABLE	**.56 (.04)**	.65 (.06)	.56 (.07)	.50 (.06)	.62 (.06)	.48 (.06)	.51 (.02)	.69 (.11)	.51 (.06)	.52 (.07)
	NOT VALU	**.05 (.02)**	.02 (.02)	.06 (.03)	.04 (.03)	.04 (.02)	.05 (.03)	.00 (.03)	.02	.01	.10 (.05)
	BLANKS	**31**	14	8	9	16	15	1	4	10	16
Laboratory teaching	NEVER	**.82 (.03)**	.80 (.06)	.92 (.06)	.69 (.05)	.80 (.05)	.85 (.04)	.64 (.02)	.77 (.12)	.86 (.05)	.86 (.04)
	VALUABLE	**.14 (.03)**	.13 (.05)	.08 (.06)	.25 (.04)	.17 (.05)	.12 (.03)	.36 (.02)	.21 (.12)	.11 (.04)	.09 (.04)
	NOT VALU	**.03**	.07 (.04)	.00 (.04)	.06 (.04)	.03 (.02)	.03	.00	.02	.03 (.02)	.05 (.03)
	BLANKS	**38**	15	10	13	22	16	3	5	12	18
Clinical instruction/ supervision	NEVER	**.52 (.04)**	.44 (.06)	.60 (.07)	.45 (.06)	.48 (.06)	.57 (.05)	.54 (.02)	.64 (.10)	.54 (.07)	.43 (.07)
	VALUABLE	**.45 (.04)**	.52 (.06)	.40 (.07)	.48 (.06)	.47 (.06)	.43 (.05)	.43 (.02)	.34 (.11)	.41 (.07)	.55 (.07)
	NOT VALU	**.03**	.03 (.02)	.00 (.02)	.07 (.04)	.06 (.02)	.00 (.02)	.02 (.02)	.02	.05 (.03)	.03 (.02)
	BLANKS	**33**	16	8	9	18	15	2	3	11	17

Question 22 - Continued

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Interpersonal skill development/sensitivity training	NEVER	.53 (.04)	.46 (.07)	.52 (.08)	.58 (.06)	.48 (.06)	.58 (.06)	.47 (.02)	.46 (.12)	.64 (.07)	.49 (.07)
	VALUABLE	.44 (.04)	.48 (.06)	.46 (.08)	.37 (.06)	.47 (.06)	.39 (.06)	.50 (.02)	.53 (.11)	.34 (.07)	.44 (.07)
	NOT VALU	.04	.06 (.03)	.02 (.02)	.05 (.03)	.05 (.02)	.02	.02 (.02)	.02	.02	.07 (.04)
	BLANKS	31	13	8	10	17	14	2	3	10	16
Evaluation of clinical performance	NEVER	.49 (.04)	.38 (.05)	.50 (.08)	.53 (.06)	.47 (.06)	.50 (.06)	.64 (.02)	.53 (.12)	.53 (.07)	.39 (.07)
	VALUABLE	.46 (.04)	.58 (.06)	.44 (.07)	.43 (.06)	.46 (.06)	.47 (.06)	.36 (.02)	.46 (.12)	.42 (.07)	.52 (.07)
	NOT VALU	.05 (.02)	.04 (.02)	.06 (.0[illegible])	.04 (.03)	.07 (.03)	.03 (.02)	.00 (.02)	.02	.05 (.03)	.08 (.04)
	BLANKS	27	11	6	10	13	14	2	3	8	14
Simulation techniques	NEVER	.60 (.04)	.49 (.06)	.65 (.08)	.60 (.06)	.62 (.06)	.58 (.06)	.82 (.03)	.44 (.12)	.65 (.07)	.62 (.07)
	VALUABLE	.33 (.04)	.44 (.06)	.28 (.07)	.32 (.05)	.31 (.06)	.35 (.06)	.18 (.03)	.45 (.12)	.27 (.07)	.33 (.06)
	NOT VALU	.06 (.02)	.07 (.03)	.07 (.03)	.04 (.03)	.05 (.02)	.07 (.03)	.00 (.03)	.07 (.05)	.08 (.04)	.05 (.03)
	BLANKS	32	14	7	11	18	14	3	3	11	15
Development of programmed instruction/self-instructional materials	NEVER	.50 (.04)	.33 (.06)	.55 (.07)	.53 (.06)	.52 (.06)	.48 (.05)	.93 (.03)	.43 (.11)	.55 (.07)	.41 (.07)
	VALUABLE	.42 (.04)	.53 (.07)	.38 (.07)	.43 (.06)	.38 (.06)	.47 (.05)	.07 (.03)	.47 (.11)	.41 (.07)	.49 (.07)
	NOT VALU	.07 (.02)	.13 (.05)	.07 (.04)	.04 (.03)	.10 (.04)	.04 (.02)	.00 (.02)	.09 (.07)	.04 (.02)	.10 (.04)
	BLANKS	23	11	2	10	13	10	2	2	9	10
Computer assisted instruction (C.A.I.)	NEVER	.77 (.03)	.77 (.06)	.86 (.04)	.64 (.06)	.80 (.04)	.73 (.04)	.82 (.03)	.95	.71 (.07)	.69 (.06)
	VALUABLE	.16 (.02)	.18 (.05)	.06 (.03)	.29 (.06)	.15 (.04)	.17 (.03)	.18 (.03)	.05	.14 (.04)	.22 (.05)
	NOT VALU	.07 (.02)	.05 (.02)	.08 (.03)	.08 (.04)	.05 (.02)	.10 (.04)	.00 (.04)	.00 (.04)	.14 (.05)	.08 (.04)
	BLANKS	33	15	9	9	16	17	3	4	10	16

Question 22 - Continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Use of media in instruction	NEVER	**.52 (.04)**	.49 (.06)	.59 (.08)	.42 (.06)	.51 (.07)	.52 (.06)	.80 (.02)	.52 (.13)	.57 (.07)	.42 (.07)
	VALUABLE	**.46 (.04)**	.49 (.06)	.41 (.08)	.52 (.06)	.47 (.07)	.45 (.06)	.20 (.02)	.47 (.13)	.39 (.07)	.56 (.07)
	NOT VALU	**.03**	.02	.00	.07 (.03)	.02	.03	.00	.01	.04 (.02)	.02 (.02)
	BLANKS	**28**	12	7	9	15	13	1	3	10	14
Evaluation/ testing	NEVER	**.39 (.03)**	.34 (.06)	.37 (.05)	.44 (.06)	.32 (.04)	.47 (.05)	.43 (.02)	.22 (.05)	.58 (.07)	.33 (.06)
	VALUABLE	**.54 (.04)**	.52 (.05)	.54 (.06)	.56 (.06)	.63 (.05)	.44 (.06)	.57 (.02)	.75 (.05)	.36 (.07)	.56 (.07)
	NOT VALU	**.07 (.02)**	.14 (.04)	.09 (.04)	.00 (.04)	.05 (.02)	.09 (.04)	.00 (.04)	.03 (.02)	.06 (.03)	.11 (.04)
	BLANKS	**24**	8	8	8	14	10	1	4	8	11
Other	NEVER	**.84 (.04)**	.72 (.05)	.81 (.07)	.95	.81 (.06)	.88 (.03)	.45	.64 (.15)	.89 (.06)	1.00
	VALUABLE	**.08 (.04)**	.09 (.05)	.11 (.07)	.02	.09 (.06)	.06 (.03)	.00 (.03)	.21 (.15)	.11 (.06)	.00 (.06)
	NOT VALU	**.02**	.13	.00	.00	.04	.00	.00	.10	.00	.00
	BLANKS	**115**	48	27	40	68	47	10	16	36	53

Question 22: Please indicate the topic(s) of the workshops or training sessions you have attended and your estimate of their value for your teaching (the PROCESS, not the subject matter).

OTHER CLINICAL ONLY

Key: NEVER = I have NEVER attended a workshop or training session on this topic.
VALUABLE = I have attended a workshop on this topic and it was VALUABLE for my teaching.
NOT VALU = I have attended a workshop on this topic and it was NOT VALUABLE for my teaching.

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Instructional/ course design	NEVER	.36 (.03)	.34 (.05)	.46 (.06)	.25 (.05)	.37 (.05)	.35 (.04)	.37 (.08)	.50 (.07)	.40 (.07)	.22 (.05)
	VALUABLE	.59 (.03)	.59 (.05)	.52 (.06)	.67 (.05)	.56 (.05)	.62 (.05)	.60 (.08)	.43 (.08)	.57 (.07)	.71 (.05)
	NOT VALU	.05	.07 (.03)	.02 (.02)	.09 (.03)	.07 (.02)	.04 (.02)	.03 (.02)	.07 (.03)	.03 (.02)	.06 (.03)
	BLANKS	26	6	7	13	11	15	4	2	17	8
Lecturing	NEVER	.57 (.03)	.46 (.06)	.68 (.06)	.49 (.05)	.63 (.05)	.52 (.05)	.73 (.03)	.67 (.07)	.55 (.07)	.47 (.06)
	VALUABLE	.37 (.03)	.50 (.06)	.30 (.06)	.39 (.05)	.27 (.04)	.46 (.05)	.27 (.03)	.30 (.07)	.39 (.07)	.43 (.06)
	NOT VALU	.06	.04 (.02)	.03	.11 (.04)	.11 (.03)	.02	.00	.03 (.02)	.07 (.03)	.11 (.03)
	BLANKS	36	5	9	22	15	21	5	5	12	14
Small group discussion	NEVER	.38 (.03)	.37 (.05)	.40 (.05)	.35 (.05)	.32 (.04)	.43 (.05)	.19	.35 (.06)	.45 (.07)	.40 (.06)
	VALUABLE	.58 (.03)	.59 (.05)	.60 (.05)	.55 (.06)	.60 (.04)	.56 (.05)	.81	.62 (.06)	.48 (.07)	.54 (.06)
	NOT VALU	.04	.03	.00	.10 (.03)	.08 (.03)	.01	.00	.03 (.02)	.07 (.03)	.06 (.03)
	BLANKS	30	5	7	18	13	17	4	1	10	15
Laboratory teaching	NEVER	.80 (.03)	.81 (.04)	.85 (.05)	.76 (.05)	.78 (.05)	.83 (.04)	.84 (.09)	.81 (.07)	.81 (.06)	.79 (.03)
	VALUABLE	.16 (.03)	.16 (.04)	.15 (.05)	.18 (.04)	.17 (.05)	.16 (.04)	.13 (.08)	.16 (.06)	.16 (.06)	.18 (.05)
	NOT VALU	.03	.03 (.02)	.00 (.02)	.07 (.03)	.05 (.02)	.02	.03 (.02)	.03 (.02)	.03 (.02)	.03 (.02)
	BLANKS	44	7	12	25	20	24	4	6	15	19
Clinical instruction/ supervision	NEVER	.47 (.03)	.48 (.06)	.46 (.06)	.48 (.06)	.47 (.05)	.48 (.05)	.57 (.09)	.38 (.07)	.48 (.07)	.51 (.06)
	VALUABLE	.47 (.03)	.43 (.05)	.51 (.06)	.44 (.05)	.42 (.05)	.51 (.05)	.43 (.09)	.57 (.06)	.45 (.07)	.41 (.06)
	NOT VALU	.06	.09 (.03)	.03 (.02)	.08 (.03)	.11 (.03)	.02	.00	.05 (.02)	.07 (.03)	.08 (.03)
	BLANKS	33	7	8	18	14	19	1	2	8	20

Question 22 - Continued

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	ACADEMIC RANK INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Interpersonal skill development/sensitivity training	NEVER	.54 (.03)	.50 (.06)	.59 (.05)	.49 (.06)	.48 (.05)	.59 (.05)	.40 (.08)	.45 (.07)	.60 (.08)	.60 (.05)
	VALUABLE	.41 (.03)	.37 (.05)	.39 (.05)	.44 (.06)	.47 (.05)	.35 (.04)	.60 (.08)	.48 (.06)	.33 (.07)	.35 (.05)
	NOT VALU	.06	.13 (.04)	.02 (.02)	.07 (.03)	.05 (.02)	.06 (.02)	.00 (.02)	.07 (.04)	.07 (.03)	.05 (.02)
	BLANKS	35	8	9	18	14	21	5	2	13	15
Evaluation of clinical performance	NEVER	.55 (.04)	.54 (.06)	.56 (.06)	.55 (.05)	.51 (.06)	.59 (.05)	.71 (.12)	.58 (.07)	.59 (.07)	.47 (.06)
	VALUABLE	.42 (.04)	.43 (.05)	.44 (.06)	.40 (.05)	.46 (.05)	.39 (.05)	.19 (.09)	.41 (.07)	.38 (.07)	.52 (.06)
	NOT VALU	.03	.03 (.02)	.00 (.02)	.05 (.02)	.04 (.02)	.01	.11 (.07)	.01	.03 (.02)	.01
	BLANKS	39	9	9	21	15	24	4	4	14	17
Simulation techniques	NEVER	.58 (.03)	.58 (.06)	.57 (.05)	.58 (.05)	.53 (.05)	.63 (.04)	.23 (.08)	.60 (.07)	.58 (.07)	.65 (.05)
	VALUABLE	.39 (.03)	.39 (.06)	.43 (.05)	.36 (.05)	.44 (.05)	.35 (.04)	.77 (.08)	.40 (.07)	.37 (.07)	.31 (.05)
	NOT VALU	.03	.04 (.02)	.00 (.02)	.06 (.03)	.03	.03	.00	.00	.05 (.02)	.04 (.02)
	BLANKS	38	8	10	20	15	23	5	3	12	18
Development of programmed instruction/self-instructional materials	NEVER	.51 (.03)	.46 (.05)	.50 (.06)	.54 (.06)	.51 (.05)	.51 (.05)	.45 (.11)	.69 (.07)	.52 (.08)	.38 (.05)
	VALUABLE	.44 (.03)	.47 (.05)	.45 (.06)	.42 (.06)	.47 (.05)	.42 (.05)	.51 (.11)	.31 (.07)	.41 (.07)	.54 (.06)
	NOT VALU	.05	.06 (.02)	.05 (.03)	.04 (.02)	.02	.07 (.02)	.04 (.02)	.00 (.02)	.07 (.04)	.08 (.03)
	BLANKS	29	5	6	18	13	16	3	3	14	9
Computer assisted instruction (C.A.I.)	NEVER	.78 (.03)	.91 (.03)	.78 (.05)	.73 (.05)	.78 (.05)	.79 (.04)	.56 (.11)	.89 (.05)	.80 (.07)	.75 (.05)
	VALUABLE	.20 (.03)	.09 (.03)	.22 (.05)	.23 (.05)	.20 (.05)	.20 (.04)	.43 (.11)	.11 (.05)	.20 (.07)	.22 (.05)
	NOT VALU	.01	.01	.00	.03 (.02)	.02	.01	.01	.00	.00	.03 (.02)
	BLANKS	[illegible]	8	11	26	18	27	4	4	16	21

Question 22 - Continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Use of media in instruction	NEVER	.49 (.03)	.44 (.06)	.48 (.06)	.52 (.05)	.50 (.05)	.48 (.05)	.53 (.07)	.49 (.08)	.54 (.06)	.45 (.05)
	VALUABLE	.47 (.03)	.52 (.06)	.50 (.06)	.42 (.05)	.47 (.05)	.47 (.05)	.45 (.07)	.51 (.08)	.42 (.07)	.48 (.06)
	NOT VALU	.04	.04 (.02)	.02 (.02)	.05 (.02)	.03	.04 (.02)	.02 (.02)	.00 (.02)	.04 (.04)	.07 (.02)
	BLANKS	30	6	8	16	12	18	2	3	13	12
Evaluation/ testing	NEVER	.44 (.03)	.40 (.05)	.46 (.06)	.43 (.05)	.48 (.05)	.40 (.05)	.45 (.10)	.64 (.07)	.41 (.07)	.30 (.05)
	VALUABLE	.51 (.03)	.59 (.05)	.50 (.06)	.49 (.05)	.48 (.05)	.54 (.05)	.36 (.10)	.31 (.07)	.57 (.07)	.66 (.05)
	NOT VALU	.03	.01	.00	.08 (.03)	.04 (.02)	.02	.00	.05 (.03)	.02	.03 (.02)
	BLANKS	27	5	6	16	7	20	4	2	10	11
Other	NEVER	.79 (.04)	.76 (.04)	.84 (.04)	.73 (.09)	.87	.71 (.08)	.00 (.08)	.98	.72 (.10)	.88 (.08)
	VALUABLE	.11 (.04)	.15 (.04)	.06 (.04)	.16 (.09)	.03	.19 (.08)	.00 (.08)	.02	.28 (.10)	.12 (.08)
	NOT VALUA										
	BLANKS	167	55	42	70	76	91	18	35	40	74

Question 22: Please indicate the topic(s) of the workshops or training sessions you have attended and your estimate of their value for your teaching (the PROCESS, not the subject matter).

Key: NEVER = I have NEVER attended a workshop or training session on this topic.
VALUABLE = I have attended a workshop on this topic and it was VALUABLE for my teaching.
NOT VALU = I have attended a workshop on this topic and it was NOT VALUABLE for my teaching.

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Instructional/ course design	NEVER	.33 (.03)	.28 (.04)	.36 (.04)	.33 (.05)	.34 (.03)	.32 (.04)	.32 (.07)	.44 (.07)	.44 (.05)	.21 (.04)
	VALUABLE	.55 (.03)	.62 (.04)	.54 (.05)	.52 (.05)	.55 (.04)	.54 (.05)	.64 (.07)	.50 (.07)	.46 (.05)	.62 (.04)
	NOT VALU	.11 (.02)	.10 (.02)	.10 (.03)	.13 (.03)	.11 (.02)	.12 (.03)	.00 (.03)	.06 (.03)	.10 (.03)	.17 (.03)
	BLANKS	51	15	23	13	28	23	2	11	17	21
Lecturing	NEVER	.57 (.03)	.51 (.04)	.58 (.05)	.60 (.05)	.56 (.04)	.58 (.04)	.45 (.10)	.71 (.06)	.60 (.05)	.50 (.05)
	VALUABLE	.35 (.03)	.40 (.04)	.34 (.05)	.32 (.05)	.36 (.04)	.31 (.04)	.50 (.10)	.24 (.06)	.32 (.05)	.40 (.05)
	NOT VALU	.08	.09 (.02)	.08 (.03)	.08 (.02)	.07 (.02)	.09 (.03)	.00 (.03)	.05 (.03)	.08 (.02)	.11 (.03)
	BLANKS	67	24	26	17	37	30	3	5	16	33
Small group discussion	NEVER	.51 (.03)	.50 (.04)	.50 (.05)	.54 (.05)	.52 (.04)	.49 (.05)	.27 (.07)	.62 (.07)	.60 (.05)	.45 (.05)
	VALUABLE	.41 (.03)	.41 (.04)	.42 (.05)	.40 (.05)	.43 (.04)	.38 (.05)	.66 (.07)	.36 (.07)	.37 (.05)	.42 (.05)
	NOT VALU	.07	.10 (.02)	.08 (.03)	.06 (.02)	.05	.12 (.03)	.03 (.02)	.02	.04 (.02)	.13 (.03)
	BLANKS	63	22	22	19	33	30	3	13	16	31
Laboratory teaching	NEVER	.62 (.03)	.67 (.04)	.59 (.05)	.61 (.04)	.62 (.03)	.62 (.05)	.47 (.10)	.76 (.06)	.72 (.04)	.51 (.05)
	VALUABLE	.31 (.03)	.29 (.04)	.33 (.05)	.31 (.04)	.32 (.03)	.31 (.04)	.49 (.10)	.24 (.06)	.25 (.04)	.36 (.05)
	NOT VALU	.07	.03	.08 (.03)	.07 (.02)	.06 (.02)	.07 (.02)	.00 (.02)	.00 (.02)	.03	.13 (.03)
	BLANKS	66	28	25	13	35	31	6	11	17	32
Clinical instruction/ supervision	NEVER	.91 (.02)	.89 (.03)	.91 (.03)	.92 (.02)	.91 (.02)	.91 (.02)	.90 (.03)	.94 (.03)	.95 (.02)	.87 (.03)
	VALUABLE	.07	.11 (.03)	.07 (.03)	.05 (.02)	.08 (.02)	.06 (.02)	.05 (.03)	.06 (.03)	.03 (.02)	.11 (.03)
	NOT VALU	.02	.00	.02	.02	.02	.02	.00	.00	.02	.03
	BLANKS	82	30	29	23	43	39	5	15	22	40

Question 22 - Continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Interpersonal skill development/sensitivity training	NEVER	.78 (.02)	.78 (.04)	.75 (.04)	.82 (.04)	.75 (.03)	.84 (.03)	.68 (.10)	.78 (.06)	.84 (.03)	.76 (.04)
	VALUABLE	.16 (.02)	.17 (.03)	.17 (.04)	.14 (.04)	.19 (.03)	.09 (.03)	.20 (.08)	.22 (.06)	.13 (.03)	.14 (.03)
	NOT VALU	.06	.05 (.02)	.08 (.03)	.03	.06 (.02)	.06 (.02)	.08 (.06)	.00 (.06)	.03	.10 (.03)
	BLANKS	80	30	28	22	40	40	4	15	20	41
Evaluation of clinical performance	NEVER	.93	.91 (.02)	.93 (.03)	.94 (.02)	.94 (.02)	.91 (.03)	.86 (.07)	.96 (.02)	.99	.89 (.03)
	VALUABLE	.05	.08 (.02)	.06 (.02)	.03	.05	.05 (.02)	.10 (.07)	.04 (.02)	.00 (.02)	.08 (.03)
	NOT VALU	.02	.01	.01	.03	.01	.03	.00	.00	.01	.03
	BLANKS	83	31	28	24	43	40	5	16	22	40
Simulation techniques	NEVER	.79 (.02)	.77 (.04)	.78 (.04)	.81 (.04)	.74 (.03)	.88 (.02)	.77 (.10)	.80 (.05)	.83 (.03)	.76 (.04)
	VALUABLE	.18 (.02)	.21 (.04)	.19 (.04)	.14 (.04)	.23 (.03)	.08 (.02)	.18 (.10)	.18 (.05)	.16 (.03)	.19 (.04)
	NOT VALU	.03	.02	.03 (.02)	.04 (.02)	.03	.03	.00	.02	.01	.06 (.02)
	BLANKS	82	29	30	23	44	38	5	12	22	43
Development of programmed instruction/self-instructional materials	NEVER	.39 (.03)	.37 (.04)	.40 (.05)	.37 (.05)	.35 (.03)	.46 (.04)	.34 (.08)	.35 (.06)	.40 (.05)	.40 (.04)
	VALUABLE	.51 (.03)	.56 (.04)	.52 (.05)	.46 (.05)	.54 (.04)	.44 (.04)	.66 (.08)	.53 (.07)	.47 (.05)	.49 (.05)
	NOT VALU	.11 (.02)	.07 (.02)	.08 (.02)	.17 (.04)	.11 (.02)	.09 (.03)	.00 (.03)	.11 (.05)	.13 (.03)	.11 (.03)
	BLANKS	50	13	19	18	25	25	2	11	15	22
Computer assisted instruction (C.A.I.)	NEVER	.66 (.03)	.69 (.04)	.68 (.05)	.63 (.05)	.63 (.04)	.72 (.04)	.75 (.08)	.60 (.06)	.68 (.05)	.67 (.05)
	VALUABLE	.22 (.02)	.24 (.04)	.20 (.04)	.23 (.04)	.22 (.03)	.20 (.04)	.07 (.02)	.21 (.05)	.24 (.04)	.23 (.04)
	NOT VALU	.12 (.02)	.07 (.02)	.12 (.03)	.14 (.04)	.14 (.03)	.06 (.02)	.13 (.08)	.18 (.06)	.08 (.02)	.10 (.03)
	BLANKS	73	27	24	22	37	36	4	14	19	36

Question 22 - Continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Use of media in instruction	NEVER	**.43 (.03)**	.40 (.04)	.49 (.05)	.36 (.05)	.41 (.04)	.47 (.05)	.45 (.11)	.48 (.07)	.50 (.05)	.36 (.05)
	VALUABLE	**.49 (.03)**	.54 (.04)	.40 (.05)	.57 (.05)	.52 (.03)	.43 (.05)	.50 (.11)	.45 (.06)	.44 (.05)	.53 (.05)
	NOT VALU	**.08**	.06 (.02)	.11 (.03)	.06 (.02)	.07 (.02)	.09 (.03)	.00 (.03)	.08 (.04)	.06 (.02)	.11 (.03)
	BLANKS	**62**	21	23	18	29	33	3	11	16	32
Evaluation/ testing	NEVER	**.38 (.03)**	.35 (.04)	.33 (.05)	.47 (.05)	.39 (.04)	.35 (.04)	.58 (.06)	.53 (.07)	.35 (.04)	.29 (.04)
	VALUABLE	**.51 (.03)**	.57 (.04)	.51 (.05)	.46 (.05)	.51 (.04)	.50 (.04)	.38 (.06)	.35 (.07)	.52 (.05)	.60 (.05)
	NOT VALU	**.11 (.02)**	.08 (.02)	.16 (.04)	.06 (.02)	.10 (.02)	.13 (.03)	.00 (.03)	.11 (.04)	.13 (.03)	.11 (.03)
	BLANKS	**59**	19	21	19	31	28	4	13	13	29
Other	NEVER	**.80 (.03)**	.82 (.06)	.84 (.04)	.73 (.06)	.78 (.04)	.83 (.05)	.35 (.03)	.79 (.08)	.77 (.07)	.90 (.04)
	VALUABLE	**.13 (.03)**	.17 (.05)	.10 (.04)	.13 (.06)	.14 (.03)	.09 (.04)	.03 (.03)	.16 (.07)	.19 (.06)	.08 (.04)
	NOT VALU	**.03**	.01	.02 (.02)	.05 (.03)	.02	.06 (.03)	.00 (.03)	.05 (.04)	.04 (.02)	.02
	BLANKS	**249**	96	82	71	140	109	18	9	78	114

Question 23: Please indicate the extent to which you read the following publications.

Key: NEVER = I NEVER read this publication.
SKIM = I SKIM this publication.
REGULARLY = I REGULARLY read articles in this publication.

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
AAMC Education News	NEVER	.47	.40 (.02)	.41 (.02)	.56 (.02)	.45 (.02)	.48 (.02)	.55 (.04)	.50 (.02)	.45 (.02)	.39 (.02)
	SKIM	.36	.42 (.02)	.39 (.02)	.30 (.02)	.36 (.02)	.36 (.02)	.32 (.04)	.33 (.02)	.37 (.02)	.41 (.02)
	REGULARLY	.17	.18	.20 (.02)	.14	.19	.16	.13 (.03)	.17 (.02)	.17 (.02)	.20 (.02)
	BLANKS	115	37	30	48	53	62	20	33	31	31
American Educational Research Journal	NEVER	.96	.95	.95	.97	.96	.95	.94 (.02)	.96	.96	.96
	SKIM	.04	.04	.04	.03	.03	.04	.03	.04	.03	.04
	REGULARLY	.01	.01	.01	.01	.01	.01	.03 (.02)	.00	.01	.00
	BLANKS	225	84	62	79	111	114	34	57	57	77
Medical Education (Former British Journal of Medical Education)	NEVER	.91	.87	.91	.93	.92	.90	.91 (.03)	.93	.91	.90
	SKIM	.07	.11	.06	.07	.07	.08	.09 (.03)	.06	.07	.08
	REGULARLY	.01	.02	.02	.01	.01	.02	.00	.01	.02	.02
	BLANKS	218	80	62	76	109	109	30	57	58	73
Journal of American Medical Association	NEVER	.28	.26	.26 (.02)	.30 (.02)	.28	.27 (.02)	.40 (.04)	.31 (.02)	.25 (.02)	.21
	SKIM	.48	.48 (.02)	.49 (.02)	.47 (.02)	.48 (.02)	.48 (.02)	.43 (.04)	.45 (.02)	.54 (.02)	.50 (.02)
	REGULARLY	.24	.25 (.02)	.24 (.02)	.23 (.02)	.23	.25 (.02)	.17 (.04)	.24 (.02)	.21 (.02)	.29 (.02)
	BLANKS	93	33	28	32	51	42	17	23	22	31
Journal of Higher Education	NEVER	.96	.91	.97	.97	.96	.96	.93 (.02)	.98	.96	.95
	SKIM	.04	.08	.03	.03	.04	.03	.07 (.02)	.02	.04	.04
	REGULARLY	.01	.01	.00	.00	.00	.01	.00	.00	.01	.01
	BLANKS	242	82	73	87	123	119	34	60	62	86

Question 23 - Continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Journal of Medical Education	NEVER	.72	.63 (.02)	.72 (.02)	.75 (.02)	.72	.72 (.02)	.83 (.03)	.82 (.02)	.72 (.02)	.53 (.02)
	SKIM	.20	.26	.20 (.02)	.19	.21	.20	.12 (.02)	.13 (.02)	.23 (.02)	.31 (.02)
	REGULARLY	.08	.11	.08	.06	.07	.09	.05 (.02)	.05	.05	.16 (.02)
	BLANKS	186	61	53	72	91	95	29	53	54	50
New England Journal of Medicine	NEVER	.18	.19	.18 (.02)	.18	.18	.17	.35 (.04)	.20 (.02)	.13	.11
	SKIM	.36	.37 (.02)	.38 (.02)	.33 (.02)	.36 (.02)	.35 (.02)	.27 (.04)	.35 (.02)	.41 (.02)	.37 (.02)
	REGULARLY	.46	.45 (.02)	.45 (.02)	.49 (.02)	.46 (.02)	.47 (.02)	.38 (.04)	.46 (.02)	.46 (.02)	.52 (.02)
	BLANKS	52	18	17	17	28	24	12	17	9	14
Review of Educational Research	NEVER	.96	.95	.95	.97	.96	.95	.91 (.03)	.96	.97	.96
	SKIM	.04	.04	.05	.02	.03	.04	.05 (.02)	.04	.02	.03
	REGULARLY	.01	.01	.01	.00	.00	.01	.03 (.02)	.00	.00	.01
	BLANKS	229	81	67	81	118	111	31	60	61	77

Question 23: Please indicate the extent to which you read the following publications.

PRIMARY CARE ONLY

Key: NEVER = I NEVER read this publication.
SKIM = I SKIM this publication.
REGULARLY = I REGULARLY read articles in this publication.

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
AAMC Education News	NEVER	**.50 (.02)**	.42 (.04)	.41 (.04)	.65 (.04)	.47 (.04)	.52 (.04)	.53 (.06)	.54 (.05)	.48 (.04)	.45 (.05)
	SKIM	**.35 (.02)**	.43 (.04)	.39 (.04)	.27 (.04)	.36 (.04)	.35 (.03)	.43 (.06)	.31 (.05)	.37 (.04)	.36 (.04)
	REGULARLY	**.15 (.02)**	.15 (.03)	.20 (.04)	.08 (.02)	.17 (.03)	.13 (.02)	.03	.15 (.04)	.15 (.03)	.19 (.04)
	BLANKS	**26**	9	8	9	10	16	3	10	4	9
American Educational Research Journal	NEVER	.95	.97	.92 (.03)	[illegible]	.96	.94 (.02)	.90 (.08)	.93 (.03)	.96 (.02)	.97
	SKIM	.04	.03	.06 (.02)	.02	.04	.04	.01	.07 (.03)	.03 (.02)	.03
	REGULARLY	.01	.00	.02	.00	.00	.02	.10 (.08)	.00 (.08)	.01	.00
	BLANKS	41	22	10	9	19	22	5	12	9	15
Medical Education (Former British Journal of Medical Education)	NEVER	.92	.92 (.02)	.92 (.03)	.91 (.02)	.92 (.02)	.92 (.02)	.84 (.09)	.94 (.02)	.93 (.02)	.91 (.03)
	SKIM	.06	.07 (.02)	.06 (.02)	.07 (.02)	.06 (.02)	.07 (.02)	.16 (.09)	.04 (.02)	.05 (.02)	.06 (.02)
	REGULARLY	.02	.02	.02	.02	.03	.01	.00	.01	.02	.03
	BLANKS	40	19	12	9	18	22	4	12	10	14
Journal of American Medical Association	NEVER	.20 (.02)	.15 (.03)	.21 (.04)	.22 (.03)	.20 (.03)	.20 (.03)	.30 (.10)	.25 (.05)	.14 (.03)	.16 (.03)
	SKIM	.53 (.03)	.54 (.04)	.51 (.05)	.56 (.04)	.54 (.04)	.52 (.04)	.60 (.10)	.48 (.05)	.60 (.04)	.52 (.05)
	REGULARLY	.26 (.02)	.31 (.04)	.28 (.04)	.22 (.03)	.26 (.03)	.27 (.03)	.09 (.04)	.27 (.05)	.26 (.04)	.32 (.04)
	BLANKS	18	11	4	3	12	6	1	4	6	7
Journal of Higher Education	NEVER	.97	.93 (.02)	.96 (.02)	.99	.97	.96 (.02)	.87 (.08)	1.00	.98	.95 (.02)
	SKIM	.03	.06 (.02)	.03 (.02)	.01	.02	.03 (.02)	.13 (.08)	.00	.02	.03
	REGULARLY	.01	.01	.01	.00	.01	.00	.00	.00	.00	.02
	BLANKS	44	22	11	11	22	22	5	13	11	15

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Journal of Medical Education	NEVER	**.70 (.02)**	.58 (.04)	.70 (.04)	.76 (.03)	.71 (.03)	.69 (.04)	.69 (.11)	.82 (.04)	.71 (.04)	.56 (.05)
	SKIM	**.21 (.02)**	.29 (.03)	.22 (.04)	.16 (.03)	.23 (.03)	.19 (.03)	.17 (.06)	.12 (.04)	.23 (.04)	.31 (.04)
	REGULARLY	**.09**	.13 (.02)	.09 (.03)	.08 (.02)	.06 (.02)	.12 (.03)	.14 (.09)	.06 (.02)	.06 (.02)	.13 (.03)
	BLANKS	**30**	14	9	7	15	15	3	10	9	8
New England Journal of Medicine	NEVER	**.06**	.07 (.02)	.06 (.02)	.05 (.02)	.05	.06 (.02)	.17 (.09)	.06 (.02)	.04	.03
	SKIM	**.23 (.02)**	.24 (.03)	.27 (.04)	.18 (.03)	.24 (.03)	.23 (.03)	.24 (.10)	.21 (.04)	.27 (.04)	.22 (.04)
	REGULARLY	**.71 (.02)**	.69 (.04)	.67 (.04)	.78 (.03)	.72 (.03)	.71 (.04)	.58 (.10)	.73 (.05)	.70 (.04)	.75 (.04)
	BLANKS	**4**	4	0	0	1	3	1	0	1	2
Review of Educational Research	NEVER	**.94**	.97	.89 (.03)	.98	.94 (.02)	.93 (.02)	.79 (.08)	.92 (.03)	.98	.97 (.02)
	SKIM	**.05**	.03	.09 (.03)	.02	.06 (.02)	.05 (.02)	.11 (.08)	.08 (.03)	.02	.03 (.02)
	REGULARLY	**.01**	.00	.02	.00	.00	.02	.10 (.08)	.00 (.08)	.00 (.08)	.00 (.08)
	BLANKS	**43**	20	11	12	20	23	5	11	12	15

Question 23: Please indicate the extent to which you read the following publications.

Key: NEVER = I NEVER read this publication.
SKIM = I SKIM this publication.
REGULARLY = I REGULARLY read articles in this publication.

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
AAMC Education News	NEVER	**.48 (.02)**	.45 (.04)	.41 (.04)	.55 (.04)	.49 (.03)	.46 (.03)	.58 (.06)	.55 (.04)	.42 (.04)	.34 (.04)
	SKIM	**.34 (.02)**	.40 (.04)	.35 (.04)	.31 (.03)	.34 (.03)	.35 (.03)	.28 (.06)	.26 (.04)	.40 (.04)	.46 (.04)
	REGULARLY	**.18 (.02)**	.15 (.03)	.23 (.04)	.13 (.02)	.17 (.02)	.19 (.03)	.14 (.05)	.19 (.04)	.18 (.03)	.20 (.04)
	BLANKS	**37**	12	9	16	16	21	10	10	8	9
American Educational Research Journal	NEVER	**.96**	.93 (.02)	.96 (.02)	.97	.97	.95	.96	.96 (.02)	.94 (.02)	.96
	SKIM	**.04**	.06 (.02)	.04 (.02)	.03	.03	.05	.04	.04 (.02)	.05 (.02)	.03
	REGULARLY	**.00**	.01	.00	.00	.00	.00	.00	.00	.01	.00
	BLANKS	**70**	22	19	29	30	40	13	18	18	21
Medical Education (Former British Journal of Medical Education)	NEVER	**.92**	.86 (.02)	.92 (.02)	.94 (.02)	.94	.90 (.02)	.94 (.02)	.92 (.02)	.89 (.03)	.92 (.02)
	SKIM	**.07**	.12 (.02)	.07 (.02)	.06 (.02)	.06	.08 (.02)	.06 (.02)	.07 (.02)	.09 (.03)	.07 (.02)
	REGULARLY	**.01**	.03	.02	.00	.00	.02	.00	.01	.02	.01
	BLANKS	**68**	21	21	26	32	36	13	18	18	19
Journal of American Medical Association	NEVER	**.24 (.02)**	.20 (.03)	.22 (.04)	.27 (.03)	.24 (.03)	.24 (.03)	.41 (.07)	.26 (.04)	.20 (.04)	.11 (.02)
	SKIM	**.46 (.02)**	.48 (.04)	.48 (.04)	.43 (.04)	.47 (.03)	.44 (.03)	.36 (.05	.42 (.04)	.56 (.04)	.49 (.04)
	REGULARLY	**.30 (.02)**	.31 (.03)	.30 (.04)	.30 (.03)	.29 (.03)	.32 (.03)	.23 (.06)	.31 (.04)	.24 (.04)	.40 (.04)
	BLANKS	**19**	4	7	8	9	10	5	4	6	4
Journal of Higher Education	NEVER	**.96**	.87 (.02)	.98	.97	.97	.95	.96	.95	.95 (.02)	.98
	SKIM	**.03**	.11 (.02)	.02	.02	.03	.04	.04	.04	.04 (.02)	.01
	REGULARLY	**.01**	.02	.00	.01	.00	.01	.00	.01	.00	.00
	BLANKS	**72**	19	22	31	33	39	14	16	20	22

Question 23 - Continued

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Journal of Medical Education	NEVER	.74 (.02)	.68 (.03)	.74 (.03)	.76 (.03)	.77 (.03)	.71 (.03)	.90 (.03)	.84 (.03)	.74 (.04)	.48 (.04)
	SKIM	.19 (.02)	.23 (.03)	.18 (.03)	.19 (.03)	.18 (.02)	.21 (.03)	.10 (.03)	.12 (.03)	.24 (.04)	.33 (.04)
	REGULARLY	.07	.09 (.02)	.08 (.02)	.05	.06	.09 (.02)	.01	.05 (.02)	.02	.19 (.04)
	BLANKS	64	20	18	26	27	37	13	20	18	13
New England Journal of Medicine	NEVER	.25 (.02)	.23 (.03)	.24 (.04)	.27 (.03)	.27 (.03)	.23 (.03)	.44 (.06)	.28 (.04)	.18 (.03)	.12 (.03)
	SKIM	.41 (.02)	.44 (.04)	.43 (.04)	.38 (.03)	.41 (.03)	.41 (.03)	.25 (.06)	.42 (.04)	.51 (.04)	.44 (.04)
	REGULARLY	.34 (.02)	.33 (.03)	.33 (.04)	.35 (.03)	.32 (.03)	.36 (.03)	.32 (.06)	.30 (.04)	.31 (.04)	.44 (.04)
	BLANKS	22	6	6	10	11	11	4	12	3	3
Review of Educational Research	NEVER	.97	.94 (.02)	.98	.98	.99	.96	.99	.98	.97 (.02)	.96 (.02)
	SKIM	.02	.03	.02	.02	.01	.03	.00	.02	.03 (.02)	.03
	REGULARLY	.01	.02	.00	.00	.00	.01	.01	.00	.00	.01
	BLANKS	73	22	24	27	31	42	14	21	20	18

Question 23: Please indicate the extent to which you read the following publications.

Key: NEVER = I NEVER read this publication.
SKIM = I SKIM this publication.
REGULARLY = I REGULARLY read articles in this publication.

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
AAMC Education News	NEVER	.43	.35 (.02)	.41 (.03)	.48 (.03)	.40 (.02)	.46 (.02)	.53 (.06)	.41 (.03)	.45 (.03)	.39 (.03)
	SKIM	.39	.42 (.02)	.42 (.03)	.33 (.03)	.38 (.02)	.39 (.02)	.31 (.05)	.43 (.03)	.35 (.03)	.40 (.03)
	REGULARLY	.19	.23 (.02)	.17 (.02)	.19 (.02)	.21 (.02)	.15 (.02)	.16 (.04)	.16 (.02)	.20 (.02)	.21 (.02)
	BLANKS	51	16	12	23	27	24	6	13	19	13
American Educational Research Journal	NEVER	.97	.96	.98	.96	.96	.98	.96 (.02)	.98	.97	.96
	SKIM	.02	.03	.02	.03	.03	.02	.04 (.02)	.02	.02	.03
	REGULARLY	.01	.01	.00	.01	.01	.00	.00	.01	.00	.01
	BLANKS	112	40	31	41	60	52	15	27	29	41
Medical Education (Former British Journal of Medical Education)	NEVER	.91	.88	.90 (.02)	.93	.91	.90	.91 (.03)	.92 (.02)	.90 (.02)	.90 (.02)
	SKIM	.08	.11	.07	.07	.07	.09	.09 (.03)	.07 (.02)	.08	.08
	REGULARLY	.02	.01	.03	.00	.02	.01	.00	.01	.02	.03
	BLANKS	109	41	27	41	58	51	12	28	29	40
Journal of American Medical Association	NEVER	.39	.40 (.02)	.36 (.03)	.41 (.03)	.39 (.02)	.38 (.02)	.43 (.06)	.39 (.03)	.40 (.03)	.35 (.03)
	SKIM	.48 (.02)	.45 (.02)	.51 (.03)	.45 (.03)	.45 (.02)	.51 (.02)	.45 (.06)	.47 (.03)	.47 (.03)	.49 (.03)
	REGULARLY	.14	.16 (.02)	.13 (.02)	.14 (.02)	.15	.12	.12 (.04)	.14 (.02)	.13 (.02)	.15 (.02)
	BLANKS	54	18	15	21	29	25	10	15	9	20
Journal of Higher Education	NEVER	.96	.94	.96	.95	.94	.97	.98 (.02)	.98	.94	.93
	SKIM	.04	.06	.03	.04	.06	.02	.02 (.02)	.02	.05	.06
	REGULARLY	.00	.00	.00	.01	.00	.01	.00	.00	.01	.00
	BLANKS	125	41	39	45	66	59	15	31	30	49

Question 23 - Continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Journal of Medical Education	NEVER	.72	.65 (.02)	.71 (.03)	.75 (.02)	.68 (.02)	.76 (.02)	.87 (.03)	.82 (.03)	.71 (.03)	.57 (.03)
	SKIM	.21	.26 (.02)	.20 (.02)	.20 (.02)	.23 (.02)	.19 (.02)	.09 (.03)	.15 (.02)	.23 (.02)	.30 (.03)
	REGULARLY	.07	.09	.09	.05	.08	.06	.04 (.02)	.03	.06	.13 (.02)
	BLANKS	92	28	25	39	49	43	12	24	27	29
New England Journal of Medicine	NEVER	.20	.24 (.02)	.21 (.02)	.16 (.02)	.19 (.02)	.21 (.02)	.32 (.05)	.22 (.03)	.17 (.02)	.16 (.02)
	SKIM	.41	.39 (.02)	.42 (.03)	.42 (.02)	.41 (.02)	.42 (.02)	.32 (.05)	.40 (.03)	.44 (.03)	.44 (.03)
	REGULARLY	.39	.37 (.02)	.37 (.03)	.42 (.03)	.40 (.02)	.37 (.02)	.37 (.05)	.38 (.03)	.39 (.03)	.40 (.03)
	BLANKS	24	8	9	7	15	9	6	5	4	9
Review of Educational Research	NEVER	.96	.95	.97	.97	.96	.97	.91 (.03)	.98	.97	.97
	SKIM	.04	.04	.03	.03	.04	.03	.09 (.03)	.02	.02	.03
	REGULARLY	.00	.00	.00	.00	.00	.00	.00	.00	.01	.00
	BLANKS	112	39	31	42	65	47	12	28	28	44

Question 24: Please indicate how each of the following contributed to the way you now teach.

Key: STRONGLY CONT = HAS STRONGLY CONTRIBUTED
CONT = HAS CONTRIBUTED
DETRAC = HAS DETRACTED
STRONGLY DETRAC = HAS STRONGLY DETRACTED
NOT APPLY = DOES NOT APPLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
The way I was taught	STRONGLY CONT	.43	.42 (.02)	.43 (.02)	.44 (.02)	.43 (.02)	.43 (.02)	.34 (.04)	.47 (.02)	.46 (.02)	.41 (.02)
	CONT	.48	.50 (.02)	.48 (.02)	.47 (.02)	.48 (.02)	.47 (.02)	.47 (.05)	.47 (.02)	.46 (.02)	.51 (.02)
	DETRAC	.04	.04	.04	.04	.04	.04	.09 (.03)	.03	.04	.03
	STRONGLY DETRAC	.01	.01	.01	.02	.01	.01	.03 (.02)	.01	.01	.01
	NOT APPLY	.04	.03	[illegible]	.03	.03	.04	.06 (.02)	.02	.04	.04
	BLANKS	41	17	7	17	18	23	14	6	10	11
Books and/or articles I have read	STRONGLY CONT	.29	.26	.30 (.02)	.30 (.02)	.29 (.02)	.30 (.02)	.30 (.04)	.31 (.02)	.28 (.02)	.28 (.02)
	CONT	.57	.62 (.02)	.56 (.02)	.56 (.02)	.58 (.02)	.56 (.02)	.55 (.05)	.56 (.02)	.56 (.02)	.61 (.02)
	DETRAC	.00	.01	.00	.00	.00	.00	.00	.00	.00	.01
	STRONGLY DETRAC	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	NOT APPLY	.13	.11	.13	.13	.13	.14	.16 (.03)	.12	.16 (.02)	.11
	BLANKS	49	14	15	20	22	27	11	11	10	17
My own intuition/judgement	STRONGLY CONT	.62	.64 (.02)	.61 (.02)	.64 (.02)	.63 (.02)	.62 (.02)	.52 (.04)	.63 (.02)	.67 (.02)	.63 (.02)
	CONT	.37	.35 (.02)	.38 (.02)	.35 (.02)	.37 (.02)	.36 (.02)	.44 (.04)	.36 (.02)	.32 (.02)	.37 (.02)
	DETRAC	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	STRONGLY DETRAC	.01	.01	.01	.01	.01	.01	.04 (.02)	.00	.01	.00

Question 24 - Continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NOT APPLY										
	BLANKS	23	11	4	8	12	11	8	5	2	8
Feedback from colleagues	STRONGLY CONT	.28	.30 (.02)	.28 (.02)	.27 (.02)	.27	.30 (.02)	.24 (.03)	.28 (.02)	.28 (.02)	.31 (.02)
	CONT	.63	.62 (.02)	.63 (.02)	.64 (.02)	.66 (.02)	.60 (.02)	.62 (.04)	.64 (.02)	.63 (.02)	.62 (.02)
	DETRAC	.01	.01	.01	.01	.01	.01	.00	.01	.01	.02
	STRONGLY DETRAC	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	NOT APPLY	.08	.07	.07	.08	.06	.10	.14 (.03)	.07	.08	.05
	BLANKS	39	17	10	12	15	24	12	9	10	8
Formal and informal feedback from students	STRONGLY CONT	.45	.51 (.02)	.47 (.02)	.40 (.02)	.46 (.02)	.45 (.02)	.41 (.04)	.42 (.02)	.45 (.02)	.51 (.02)
	CONT	.51	.46 (.02)	.49 (.02)	.56 (.02)	.50 (.02)	.52 (.02)	.50 (.04)	.55 (.02)	.52 (.02)	.47 (.02)
	DETRAC	.01	.01	.01	.01	.01	.00	.01	.01	.01	.01
	STRONGLY DETRAC	.00	.00	.00	.00	.00	.00	.01	.00	.00	.00
	NOT APPLY	.03	.02	.03	.03	.03	.03	.07 (.02)	.02	.02	.01
	BLANKS	27	13	8	6	12	15	8	9	7	3
Observation of colleagues' teaching	STRONGLY CONT	.34	.31 (.02)	.33 (.02)	.36 (.02)	.33 (.02)	.35 (.02)	.32 (.04)	.35 (.02)	.35 (.02)	.32 (.02)
	CONT	.58	.62 (.02)	.58 (.02)	.57 (.02)	.60 (.02)	.57 (.02)	.57 (.04)	.57 (.02)	.57 (.02)	.61 (.02)
	DETRAC	.02	.02	.03	.01	.02	.02	.02	.02	.01	.02

Question 24 - Continued

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	STRONGLY DETRAC	.00	.00	.00	.01	.00	.00	.00	.00	.00	.00
	NOT APPLY	.06	.05	.07	.05	.05	.06	.09 (.03)	.05	.07	.05
	BLANKS	40	16	9	15	17	23	15	10	7	8
Formal training in education	STRONGLY CONT	.04	.05	.03	.03	.04	.03	.04	.04	.04	.03
	CONT	.16	.19	.17 (.02)	.13	.16	.15	.19 (.04)	.17 (.02)	.10	.18 (.02)
	DETRAC	.01	.02	.01	.01	.02	.01	.04	.01	.02	.01
	STRONGLY DETRAC	.00	.00	.00	.00	.00	.00	.00	.00	.00	.01
	NOT APPLY	.79	.74	.78 (.02)	.82	.78	.80	.72 (.04)	.79 (.02)	.84 (.02)	.78 (.02)
	BLANKS	64	26	12	26	32	32	17	15	12	20
Workshops on teaching	STRONGLY CONT	.04	.06	.03	.04	.04	.03	.02	.04	.03	.06
	CONT	.24	.30 (.02)	.26 (.02)	.19	.25	.23	.20 (.03)	.18 (.02)	.27 (.02)	.31 (.02)
	DETRAC	.01	.02	.01	.01	.01	.02	.00	.01	.03	.02
	STRONGLY DETRAC	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	NOT APPLY	.70	.62 (.02)	.69 (.02)	.75	.69	.72 (.02)	.78 (.03)	.77 (.02)	.68 (.02)	.61 (.02)
	BLANKS	82	29	19	34	41	41	20	21	17	24
Other	STRONGLY CONT	.08	.09 (.02)	.06	.09 (.02)	.08	.07	.04 (.02)	.06	.09 (.02)	.10 (.03)

Question 24 - Continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	CONT	.03	.05	.02	.04	.04	.02	.01	.05 (.02)	.03	.03
	DETRAC	.89	.86 (.02)	.92 (.02)	.87 (.02)	.87 (.02)	.91 (.02)	.96 (.02)	.89 (.02)	.88 (.02)	.86 (.03)
	STRONGLY DETRAC										
	NOT APPLY										
	BLANKS	1,306	464	351	491	683	623	150	339	386	431

Question 24: Please indicate how each of the following contributed to the way you now teach.

PRIMARY CARE ONLY

Key: STRONGLY CONT = HAS STRONGLY CONTRIBUTED
CONT = HAS CONTRIBUTED
DETRAC = HAS DETRACTED
STRONGLY DETRAC = HAS STRONGLY DETRACTED
NOT APPLY = DOES NOT APPLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
The way I was taught	STRONGLY CONT	**.41 (.02)**	.40 (.04)	.37 (.04)	.47 (.04)	.42 (.04)	.40 (.04)	.24 (.07)	.50 (.05)	.41 (.05)	.37 (.04)
	CONT	**.50 (.03)**	.51 (.04)	.53 (.05)	.46 (.04)	.52 (.04)	.48 (.04)	.41 (.10)	.47 (.05)	.53 (.05)	.56 (.04)
	DETRAC	**.05**	.03	.05 (.02)	.06 (.02)	.04	.06 (.02)	.20 (.10)	.03 (.02)	.05 (.02)	.02
	STRONGLY DETRAC	**.00**	.02	.00	.00	.00	.00	.00	.00	.00	.01
	NOT APPLY	**.03**	.03	.05 (.02)	.02	.01	.05 (.02)	.15 (.09)	.00 (.09)	.02	.04 (.02)
	BLANKS	6	2	2	2	3	3	1	0	2	3
Books and/or articles I have read	STRONGLY CONT	**.27 (.02)**	.30 (.03)	.31 (.04)	.21 (.03)	.29 (.03)	.26 (.03)	.13 (.02)	.29 (.05)	.29 (.04)	.29 (.04)
	CONT	**.58 (.03)**	.62 (.04)	.55 (.05)	.60 (.04)	.60 (.04)	.56 (.04)	.63 (.10)	.53 (.05)	.53 (.05)	.65 (.05)
	DETRAC	**.15 (.02)**	.08 (.02)	.14 (.03)	.18 (.03)	.11 (.02)	.18 (.03)	.24 (.10)	.17 (.04)	.17 (.03)	.06 (.02)
	STRONGLY DETRAC										
	NOT APPLY										
	BLANKS	11	3	4	4	7	4	2	0	3	6
My own intuition/judgement	STRONGLY CONT	.58 (.03)	.62 (.03)	.54 (.05)	.61 (.04)	.58 (.04)	.58 (.04)	.48 (.11)	.55 (.05)	.54 (.05)	.68 (.04)
	CONT	.40 (.03)	.38 (.03)	.44 (.05)	37 (.04)	.42 (.04)	.38 (.04)	.38 (.11)	.45 (.05)	.45 (.05)	.32 (.04)
	DETRAC	.02	.00	.02	.02	.00	.03 (.02)	.14 (.09)	.00 (.09)	.01	.00
	STRONGLY DETRAC										

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NOT APPLY										
	BLANKS	**5**	2	2	1	3	2	1	0	1	3
Feedback from colleagues	STRONGLY CONT	**.31 (.02)**	.32 (.04)	.31 (.04)	.29 (.04)	.30 (.03)	.32 (.04)	.28 (.10)	.29 (.05)	.27 (.04)	.37 (.04)
	CONT	**.59 (.03)**	.56 (.04)	.57 (.05)	.64 (.04)	.63 (.04)	.56 (.04)	.45 (.11)	.66 (.05)	.58 (.04)	.58 (.05)
	DETRAC	**.01**	.02	.01	.00	.00	.01	.01	.00	.00	.01
	STRONGLY DETRAC	**.00**	.01	.00	.00	.00	.00	.00	.00	.00	.00
	NOT APPLY	**.09**	.09 (.02)	.11 (.03)	.07 (.02)	.08 (.02)	.10 (.02)	.26 (.10)	.05 (.02)	.15 (.03)	.03
	BLANKS	**6**	4	1	1	2	4	2	0	3	1
Formal and informal feedback from students	STRONGLY CONT	**.46 (.03)**	.55 (.04)	.48 (.05)	.40 (.04)	.43 (.04)	.50 (.04)	.41 (.10)	.43 (.05)	.38 (.04)	.59 (.04)
	CONT	**.49 (.03)**	.43 (.04)	.46 (.05)	.56 (.04)	.55 (.04)	.44 (.04)	.41 (.10)	.54 (.05)	.59 (.04)	.39 (.04)
	DETRAC	**.01**	.01	.01	.01	.02	.00	.00	.01	.00	.01
	STRONGLY DETRAC	**.04**	.02	.05 (.02)	.03	.01	.06 (.02)	.19 (.09)	.02	.03	.01
	NOT APPLY										
	BLANKS	**7**	5	2	0	3	4	1	1	4	1
Observation of colleagues' teaching	STRONGLY CONT	**.35 (.02)**	.33 (.04)	.31 (.04)	.41 (.04)	.34 (.04)	.36 (.04)	.33 (.11)	.35 (.05)	.39 (.04)	.31 (.04)
	CONT	**.58 (.03)**	.61 (.04)	.60 (.05)	.52 (.04)	.59 (.04)	.56 (.04)	.51 (.11)	.57 (.05)	.55 (.05)	.62 (.04)
	DETRAC	**.02**	.01	.04 (.02)	.01	.01	.03	.00	.04 (.02)	.01	.01

Question 24 - Continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	STRONGLY DETRAC	.00	.01	.00	.00	.00	.00	.00	.00	.00	.00
	NOT APPLY	.05	.04	.05 (.02)	.06 (.02)	.06 (.02)	.05 (.02)	.15 (.09)	.03 (.02)	.04 (.02)	.05 (.02)
	BLANKS	7	4	2	1	4	3	2	1	1	3
Formal training in education	STRONGLY CONT	.03	.04	.02	.03	.04	.01	.02	.03 (.02)	.02	.03
	CONT	.13 (.02)	.16 (.03)	.15 (.03)	.09 (.02)	.13 (.02)	.13 (.03)	.24 (.08)	.10 (.03)	.09 (.02)	.16 (.03)
	DETRAC	.01	.03	.01	.01	.02	.01	.06 (.05)	.00 (.05)	.02	.01
	STRONGLY DETRAC	.83 (.02)	.77 (.03)	.82 (.03)	.87 (.03)	.81 (.03)	.85 (.03)	.68 (.09)	.87 (.03)	.87 (.03)	.81 (.04)
	NOT APPLY										
	BLANKS	14	6	4	4	7	7	2	1	4	7
Workshops on teaching	STRONGLY CONT	.04	.08 (.02)	.03	.03	.03	.04	.03	.04 (.02)	.01	.06 (.02)
	CONT	.24 (.02)	.26 (.03)	.28 (.04)	.17 (.03)	.27 (.03)	.20 (.03)	.22 (.10)	.14 (.04)	.30 (.04)	.31 (.04)
	DETRAC	.01	.02	.01	.01	.01	.02	.01	.00	.03 (.02)	.01
	STRONGLY DETRAC	.71 (.02)	.64 (.03)	.68 (.04)	.79 (.03)	.69 (.04)	.74 (.03)	.74 (.10)	.82 (.04)	.66 (.04)	.62 (.04)
	NOT APPLY										
	BLANKS	17	6	3	8	11	6	3	2	3	9
Other	STRONGLY CONT	.10 (.02)	.10 (.04)	.06 (.03)	.14 (.05)	.10 (.03)	.09 (.03)	.03 (.02)	.10 (.04)	.06 (.03)	.14 (.06)

Question 24 - Continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	CONT	.02	.03 (.03)	.00 (.03)	.04 (.02)	.03	.01	.00	.01	.02 (.02)	.02 (.02)
	DETRAC	.88 (.03)	.87 (.05)	.92 (.03)	.83 (.06)	.86 (.04)	.90 (.04)	.91 (.02)	.89 (.04)	.91 (.04)	.83 (.07)
	STRONGLY DETRAC										
	NOT APPLY										
	BLANKS	276	106	68	102	150	126	24	67	88	97

Question 24: Please indicate how each of the following contributed to the way you now teach.

Key: STRONGLY CONT = HAS STRONGLY CONTRIBUTED
CONT = HAS CONTRIBUTED
DETRAC = HAS DETRACTED
STRONGLY DETRAC = HAS STRONGLY DETRACTED
NOT APPLY = DOES NOT APPLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
The way I was taught	STRONGLY CONT	.47 (.02)	.47 (.03)	.48 (.04)	.45 (.03)	.46 (.03)	.47 (.04)	.37 (.06)	.49 (.04)	.57 (.05)	.43 (.04)
	CONT	.44 (.02)	.46 (.04)	.43 (.04)	.45 (.04)	.44 (.03)	.44 (.04)	.47 (.07)	.45 (.04)	.35 (.04)	.48 (.04)
	DETRAC	.04	.05	.04	.05	.05	.03	.08 (.03)	.03	.03	.05 (.02)
	STRONGLY DETRAC	.02	.01	.02	.04	.02	.03	.06 (.03)	.01	.01	.02
	NOT APPLY	.03	.01	.03	.02	.03	.03	.02	.02	.04 (.02)	.03
	BLANKS	9	3	2	4	3	6	2	1	5	1
Books and/or articles I have read	STRONGLY CONT	.32 (.02)	.25 (.03)	.30 (.04)	.37 (.03)	.31 (.03)	.34 (.03)	.39 (.06)	.37 (.04)	.30 (.04)	.23 (.04)
	CONT	.56 (.02)	.63 (.03)	.57 (.04)	.53 (.04)	.57 (.03)	.56 (.04)	.50 (.07)	.56 (.04)	.55 (.05)	.63 (.04)
	DETRAC	.01	.01	.00	.01	.01	.01	.00	.01	.00	.01
	STRONGLY DETRAC	.11	.10 (.02)	.13 (.03)	.08 (.02)	.11 (.02)	.10 (.02)	.11 (.04)	.06 (.02)	.15 (.03)	.12 (.03)
	NOT APPLY										
	BLANKS	10	2	4	4	5	5	1	2	5	2
My own intuition/judgement	STRONGLY CONT	.61 (.02)	.60 (.04)	.62 (.04)	.60 (.03)	.59 (.03)	.62 (.03)	.53 (.07)	.65 (.04)	.71 (.04)	.52 (.04)
	CONT	.38 (.02)	.39 (.04)	.38 (.04)	.39 (.03)	.39 (.03)	.38 (.03)	.47 (.07)	.34 (.04)	.28 (.04)	.47 (.04)
	DETRAC	.00	.01	.00	.00	.00	.00	.00	.00	.00	.00
	STRONGLY DETRAC	.01	.01	.00	.01	.01	.00	.00	.00	.02	.01

Question 24 - Continued

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NOT APPLY										
	BLANKS	5	3	0	2	2	3	1	1	1	2
Feedback from colleagues	STRONGLY CONT	**.26 (.02)**	.28 (.03)	.25 (.03)	.26 (.03)	.25 (.03)	.28 (.03)	.16 (.04)	.30 (.04)	.29 (.04)	.27 (.04)
	CONT	**.64 (.02)**	.65 (.03)	.66 (.04)	.61 (.03)	.68 (.03)	.60 (.03)	.71 (.06)	.62 (.04)	.63 (.04)	.62 (.04)
	DETRAC	**.01**	.00	.02	.01	.01	.02	.00	.01	.01	.03
	STRONGLY DETRAC	**.09**	.07 (.02)	.07 (.02)	.11 (.02)	.07	.11 (.02)	.13 (.05)	.08 (.02)	.07 (.02)	.09 (.03)
	NOT APPLY										
	BLANKS	**12**	5	4	3	4	8	2	3	6	1
Formal and informal feedback from students	STRONGLY CONT	**.47 (.02)**	.52 (.04)	.53 (.04)	.39 (.03)	.50 (.03)	.44 (.04)	.41 (.07)	.44 (.04)	.51 (.04)	.52 (.04)
	CONT	**.50 (.02)**	.45 (.04)	.45 (.04)	.56 (.03)	.45 (.03)	.55 (.04)	.52 (.07)	.53 (.04)	.46 (.04)	.47 (.04)
	DETRAC	**.00**	.00	.01	.00	.00	.00	.01	.00	.00	.00
	STRONGLY DETRAC	**.00**	.00	.00	.01	.01	.00	.02 (.02)	.00 (.02)	.00 (.02)	.00 (.02)
	NOT APPLY	**.03**	.03	.02	.04	.04	.01	.04 (.02)	.02	.04	.01
	BLANKS	**6**	4	1	1	2	4	1	4	1	0
Observation of colleagues' teaching	STRONGLY CONT	**.33 (.02)**	.26 (.03)	.35 (.04)	.34 (.03)	.30 (.03)	.37 (.03)	.30 (.06)	.38 (.04)	.29 (.04)	.32 (.04)
	CONT	**.57 (.02)**	.63 (.03)	.53 (.04)	.60 (.03)	.62 (.03)	.52 (.04)	.61 (.07)	.54 (.04)	.58 (.04)	.59 (.04)
	DETRAC	**.02**	.02	.03	.01	.03	.02	.02	.01	.02	.03

Question 24 - Continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	STRONGLY DETRAC	**.00**	.00	.00	.00	.00	.00	.00	.00	.00	.00
	NOT APPLY	**.07**	.08 (.02)	.09 (.02)	.05 (.01)	.06 (.01)	.09 (.02)	.07 (.04)	.07 (.02)	.11 (.03)	.05 (.02)
	BLANKS	**9**	4	1	4	5	4	3	3	3	0
Formal training in education	STRONGLY CONT	**.04**	.05	.04	.03	.03	.05	.02	.03	.07 (.02)	.04
	CONT	**.20 (.02)**	.24 (.03)	.21 (.03)	.17 (.03)	.22 (.03)	.18 (.02)	.19 (.04)	.24 (.04)	.12 (.03)	.23 (.03)
	DETRAC	**.01**	.02	.01	.01	.01	.01	.03 (.02)	.00	.02	.01
	STRONGLY DETRAC	**.00**	.00	.01	.00	.00	.01	.00	.00	.00	.01
	NOT APPLY	**.75 (.02)**	.69 (.03)	.73 (.03)	.78 (.03)	.74 (.03)	.75 (.03)	.76 (.05)	.73 (.04)	.79 (.04)	.72 (.04)
	BLANKS	**14**	5	2	7	5	9	4	3	4	3
Workshops on teaching	STRONGLY CONT	**.04**	.07 (.02)	.04	.04	.04	.04	.02	.04	.04 (.02)	.07 (.02)
	CONT	**.25 (.02)**	.31 (.03)	.25 (.04)	.22 (.03)	.22 (.03)	.28 (.03)	.19 (.05)	.22 (.04)	.26 (.04)	.32 (.04)
	DETRAC	**.01**	.01	.01	.01	.01	.01	.00	.00	.02	.04 (.02)
	STRONGLY DETRAC	**.00**	.00	.00	.01	.00	.00	.00	.01	.00	.00
	NOT APPLY	**.69 (.02)**	.61 (.04)	.69 (.04)	.72 (.03)	.72 (.03)	.66 (.03)	.80 (.05)	.73 (.04)	.68 (.04)	.58 (.04)
	BLANKS	**20**	8	4	8	6	14	5	6	7	2
Other	STRONGLY CONT	**.07 (.02)**	.10 (.04)	.03 (.02)	.10 (.04)	.06 (.02)	.08 (.03)	.05 (.03)	.01	.13 (.06)	.11 (.05)

Question 24 - Continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	CONT	**.06 (.02)**	.11 (.04)	.05 (.03)	.06 (.03)	.08 (.03)	.04 (.02)	.01	.10 (.04)	.04 (.02)	.06 (.04)
	DETRAC	**.83 (.02)**	.80 (.05)	.92 (.04)	.75 (.04)	.86 (.04)	.79 (.03)	.73 (.03)	.88 (.04)	.84 (.06)	.84 (.06)
	STRONGLY DETRAC										
	NOT APPLY										
	BLANKS	**336**	106	89	141	165	171	55	91	89	101

Question 24: Please indicate how each of the following contributed to the way you now teach.

Key: STRONGLY CONT = HAS STRONGLY CONTRIBUTED
CONT = HAS CONTRIBUTED
DETRAC = HAS DETRACTED
STRONGLY DETRAC = HAS STRONGLY DETRACTED
NOT APPLY = DOES NOT APPLY

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
The way I was taught	STRONGLY CONT	.40	.40 (.02)	.41 (.03)	.40 (.03)	.40 (.02)	.40 (.02)	.32 (.06)	.42 (.03)	.38 (.03)	.43 (.03)
	CONT	.50	.53 (.02)	.48 (.03)	.51 (.03)	.49 (.02)	.51 (.02)	.52 (.06)	.49 (.03)	.51 (.03)	.50 (.03)
	DETRAC	.03	.02	.05	.03	.04	.02	.06 (.03)	.04	.04	.01
	STRONGLY DETRAC	.01	.01	.01	.01	.01	.01	.00	.02	.01	.00
	NOT APPLY	.05	.04	.06	.06	.05	.06	.10 (.04)	.03	.06	.07
	BLANKS	23	11	1	11	10	13	8	5	3	7
Books and/or articles I have read	STRONGLY CONT	.27	.22 (.02)	.29 (.03)	.28 (.02)	.26 (.02)	.28 (.02)	.25 (.05)	.24 (.03)	.26 (.02)	.31 (.03)
	CONT	.57	.61 (.02)	.57 (.03)	.56 (.03)	.58 (.02)	.57 (.02)	.55 (.06)	.60 (.03)	.59 (.03)	.55 (.03)
	DETRAC	.00	.01	.00	.00	.00	.00	.00	.00	.00	.00
	STRONGLY DETRAC	.00	.00	.00	.00	.00	.00	.00	.01	.00	.00
	NOT APPLY	.15	.16 (.02)	.14 (.02)	.16 (.02)	.16	.14 (.02)	.20 (.05)	.15 (.02)	.15 (.02)	.14 (.02)
	BLANKS	27	9	6	12	10	17	7	9	2	9
My own intuition/judgement	STRONGLY CONT	.68	.68 (.02)	.67 (.03)	.70 (.02)	.69 (.02)	.67 (.02)	.52 (.06)	.69 (.03)	.74 (.02)	.69 (.03)
	CONT	.31	.31 (.02)	.32 (.03)	.30 (.02)	.30 (.02)	.32 (.02)	.45 (.06)	.31 (.03)	.26 (.02)	.31 (.03)
	DETRAC	.00	.00	.00	.00	.00	.00	.00	.01	.00	.00
	STRONGLY DETRAC	.00	.01	.00	.00	.00	.00	.02 (.02)	.00	.00	.00

Question 24 - Continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NOT APPLY										
	BLANKS	13	6	2	5	7	6	6	4	0	3
Feedback from colleagues	STRONGLY CONT	**.28**	.29 (.02)	.28 (.03)	.27 (.02)	.27 (.02)	.29 (.02)	.38 (.06)	.24 (.03)	.28 (.02)	.28 (.03)
	CONT	**.66**	.63 (.02)	.66 (.03)	.67 (.02)	.68 (.02)	.64 (.02)	.57 (.06)	.67 (.03)	.68 (.02)	.66 (.03)
	DETRAC	**.01**	.01	.00	.01	.01	.00	.00	.01	.01	.01
	STRONGLY DETRAC	**.00**	.00	.01	.00	.01	.00	.00	.01	.00	.01
	NOT APPLY	**.05**	.06	.05	.05	.03	.07	.06 (.03)	.07 (.02)	.03	.04
	BLANKS	21	8	5	8	9	12	8	6	1	6
Formal and informal feedback from students	STRONGLY CONT	**.41**	.46 (.02)	.38 (.03)	.42 (.03)	.42 (.02)	.40 (.02)	.39 (.06)	.35 (.03)	.47 (.03)	.44 (.03)
	CONT	**.56**	.51 (.02)	.59 (.03)	.55 (.03)	.53 (.02)	.58 (.02)	.59 (.06)	.60 (.03)	.51 (.03)	.54 (.03)
	DETRAC	**.01**	.02	.01	.01	.01	.01	.00	.01	.01	.01
	STRONGLY DETRAC	**.00**	.00	.00	.00	.00	.00	.00	.01	.00	.00
	NOT APPLY	**.02**	.02	.02	.02	.03	.01	.02 (.02)	.03	.01	.02
	BLANKS	13	4	4	5	7	6	5	4	2	2
Observation of colleagues' teaching	STRONGLY CONT	**.34**	.33 (.02)	.34 (.03)	.34 (.03)	.34 (.02)	.33 (.02)	.37 (.06)	.32 (.03)	.36 (.03)	.33 (.03)
	CONT	**.60**	.62 (.02)	.60 (.03)	.59 (.03)	.59 (.02)	.61 (.02)	.57 (.06)	.61 (.03)	.59 (.03)	.61 (.03)
	DETRAC	**.01**	.02	.01	.01	.01	.01	.00	.02	.01	.01

Question 24 - Continued

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	STRONGLY DETRAC	**.00**	.00	.00	.01	.01	.00	.00	.01	.00	.00
	NOT APPLY	**.04**	.04	.05	.04	.05	.04	.07 (.03)	.03	.04	.05
	BLANKS	**22**	8	5	9	8	14	9	5	3	5
Formal training in education	STRONGLY CONT	**.03**	.04	.04	.02	.04	.02	.05 (.02)	.06	.02	.02
	CONT	**.13**	.16 (.02)	.14 (.02)	.11 (.02)	.13	.15 (.02)	.18 (.04)	.15 (.02)	.09	.14 (.02)
	DETRAC	**.02**	.02	.03	.01	.02	.01	.04 (.02)	.02	.01	.01
	STRONGLY DETRAC	**.00**	.00	.00	.00	.01	.00	.00	.01	.00	.01
	NOT APPLY	**.81**	.78 (.02)	.79 (.02)	.86 (.02)	.80 (.02)	.82 (.02)	.74 (.05)	.77 (.03)	.87 (.02)	.83 (.02)
	BLANKS	**35**	14	6	15	19	16	11	10	4	10
Workshops on teaching	STRONGLY CONT	**.04**	.04	.04	.03	.05	.02	.03 (.02)	.05	.03	.04
	CONT	**.23**	.31 (.02)	.24 (.02)	.18 (.02)	.26 (.02)	.20 (.02)	.22 (.05)	.17 (.02)	.24 (.02)	.30 (.03)
	DETRAC	**.01**	.02	.01	.01	.02	.01	.00	.01	.03	.01
	STRONGLY DETRAC	**.00**	.00	.00	.00	.01	.00	.00	.01	.00	.01
	NOT APPLY	**.71**	.62 (.02)	.70 (.02)	.77 (.02)	.66 (.02)	.77 (.02)	.75 (.05)	.77 (.03)	.70 (.02)	.65 (.03)
	BLANKS	**44**	16	10	18	24	20	11	13	7	13
Other	STRONGLY CONT	**.08**	.08 (.03)	.08 (.03)	.08 (.02)	.10 (.02)	.05	.00	.07 (.03)	.10 (.03)	.09 (.04)

Question 24 - Continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	CONT	**.01**	.01	.01	.01	.01	.00	.00	.00	.02	.01
	DETRAC	**.91**	.92 (.03)	.92 (.03)	.91 (.02)	.89 (.03)	.95	1.00	.93 (.03)	.88 (.03)	.90 (.04)
	STRONGLY DETRAC										
	NOT APPLY										
	BLANKS	670	240	186	244	351	319	63	176	205	226

CURRENT EDUCATIONAL PRACTICES

QUESTIONS 25-28

Question 25: Please indicate the extent to which you teach undergraduate medical students in each of the following instructional settings in a given year.

Key:
FREQ = I FREQUENTLY teach in this setting.
OCCA = I OCCASIONALLY teach in this setting.
NEVER = I NEVER teach in this setting.

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Classroom/ Conference room	FREQ	.61	.68 (.02)	.59 (.02)	.62 (.02)	.62 (.02)	.61 (.02)	.28 (.04)	.59 (.02)	.69 (.02)	.75 (.02)
	OCCA	.33	.29 (.02)	.34 (.02)	.33 (.02)	.33 (.02)	.32 (.02)	.49 (.05)	.37 (.02)	.28 (.02)	.23 (.02)
	NEVER	.06	.04	.07	.05	.05	.07	.24 (.04)	.04	.03	.02
	BLANKS	34	12	6	16	15	19	16	5	6	7
Office	FREQ	.27	.28 (.02)	.28 (.02)	.25 (.02)	.28 (.02)	.26 (.02)	.24 (.04)	.27 (.02)	.24 (.02)	.30 (.02)
	OCCA	.47	.49 (.02)	.46 (.02)	.48 (.02)	.49 (.02)	.45 (.02)	.39 (.04)	.47 (.02)	.51 (.02)	.49 (.02)
	NEVER	.26	.23	.26 (.02)	.27 (.02)	.23	.29 (.02)	.37 (.04)	.26 (.02)	.25 (.02)	.21 (.02)
	BLANKS	84	28	21	35	44	40	20	24	19	21
Laboratory	FREQ	.26	.29	.24	.27	.27	.25	.19 (.03)	.26 (.02)	.29 (.02)	.27 (.02)
	OCCA	.30	.30 (.02)	.31 (.02)	.29 (.02)	.30	.30 (.02)	.20 (.04)	.29 (.02)	.33 (.02)	.35 (.02)
	NEVER	.44	.41 (.02)	.46 (.02)	.43 (.02)	.42 (.02)	.46 (.02)	.61 (.04)	.46 (.02)	.38 (.02)	.38 (.02)
	BLANKS	76	30	18	28	36	40	19	19	20	18
Patient bedside	FREQ	.33	.32	.34 (.02)	.32 (.02)	.31	.36 (.02)	.17 (.04)	.32 (.02)	.35 (.02)	.41 (.02)
	OCCA	.20	.22	.19 (.02)	.20 (.02)	.19	.21 (.02)	.25 (.04)	.20 (.02)	.18 (.02)	.19 (.02)
	NEVER	.47	.46	.47 (.02)	.47 (.02)	.50	.44	.58 (.04)	.49 (.02)	.47 (.02)	.40
	BLANKS	98	41	17	40	52	46	28	29	15	26
Patient examining room	FREQ	.27	.27	.29 (.02)	.24 (.02)	.26	.27 (.02)	.21 (.04)	.25 (.02)	.29 (.02)	.30 (.02)
	OCCA	.21	.21	.21 (.02)	.21 (.02)	.20	.22 (.02)	.16 (.04)	.20 (.02)	.21 (.02)	.23 (.02)
	NEVER	.53	.52	.50 (.02)	.55 (.02)	.54	.51 (.02)	.64 (.04)	.55 (.02)	.50 (.02)	.47 (.02)
	BLANKS	112	43	23	46	57	55	26	36	24	26

Question 25 - Continued.

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Other	FREQ	.28	.29 (.03)	.24 (.02)	.31 (.02)	.29	.26	.22 (.05)	.28	.26 (.04)	.30 (.02)
	OCCA	.07	.11 (.02)	.04	.08 (.02)	.10 (.02)	.03	.05 (.03)	.08 (.02)	.05 (.02)	.08 (.02)
	NEVER	.66	.60 (.03)	.72 (.02)	.61 (.03)	.61	.71	.73 (.05)	.64 (.02)	.69 (.04)	.62 (.02)
	BLANKS	1314	472	355	487	695	619	139	332	414	429

Question 25: Please indicate the extent to which you teach undergraduate medical students in each of the following instructional settings in a given year.

Key: FREQ = I FREQUENTLY teach in this setting.
OCCA = I OCCASIONALLY teach in this setting.
NEVER = I NEVER teach in this setting.

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Classroom/ Conference room	FREQ	.59 (.03)	.63 (.04)	.55 (.05)	.62 (.04)	.58 (.04)	.60 (.04)	.32 (.11)	.51 (.05)	.64 (.04)	.73 (.04)
	OCCA	.36 (.02)	.34 (.04)	.39 (.04)	.33 (.04)	.39 (.04)	.32 (.03)	.34 (.08)	.47 (.05)	.34 (.04)	.25 (.04)
	NEVER	.05	.03	.06 (.02)	.05 (.02)	.03	.08 (.02)	.35 (.11)	.02	.02	.01
	BLANKS	4	0	1	3	3	1	2	0	1	1
Office	FREQ	.27 (.02)	.31 (.04)	.31 (.04)	.21 (.03)	.29 (.03)	.25 (.03)	.09 (.04)	.32 (.05)	.24 (.04)	.31 (.04)
	OCCA	.41 (.03)	.42 (.04)	.37 (.04)	.44 (.04)	.41 (.04)	.40 (.04)	.29 (.07)	.39 (.05)	.40 (.05)	.46 (.05)
	NEVER	.32 (.02)	.28 (.03)	.32 (.04)	.35 (.04)	.29 (.03)	.35 (.03)	.61 (.07)	.29 (.05)	.36 (.04)	.23 (.04)
	BLANKS	17	6	5	6	11	6	1	3	7	6
Laboratory	FREQ	.16 (.02)	.18 (.03)	.14 (.03)	.19 (.03)	.18 (.03)	.15 (.02)	.02	.18 (.04)	.15 (.03)	.21 (.04)
	OCCA	.34 (.02)	.39 (.04)	.30 (.04)	.37 (.04)	.37 (.04)	.31 (.03)	.15 (.06)	.32 (.05)	.39 (.04)	.39 (.05)
	NEVER	.49 (.03)	.44 (.04)	.56 (.04)	.44 (.04)	.45 (.04)	.54 (.03)	.83 (.06)	.50 (.05)	.47 (.05)	.40 (.05)
	BLANKS	15	7	2	6	10	5	2	1	5	7
Patient bedside	FREQ	.64 (.02)	.63 (.04)	.65 (.04)	.64 (.04)	.63 (.03)	.65 (.03)	.19 (.07)	.61 (.05)	.69 (.04)	.79 (.04)
	OCCA	.21 (.02)	.19 (.03)	.21 (.04)	.22 (.04)	.23 (.03)	.19 (.03)	.31 (.10)	.23 (.04)	.20 (.04)	.16 (.03)
	NEVER	.15 (.02)	.18 (.03)	.14 (.03)	.14 (.03)	.13 (.02)	.16 (.03)	.49 (.11)	.15 (.03)	.11 (.03)	.05 (.02)
	BLANKS	5	3	0	2	4	1	2	1	2	0
Patient examining room	FREQ	.47 (.03)	.45 (.04)	.51 (.04)	.43 (.04)	.50 (.04)	.44 (.04)	.20 (.07)	.45 (.05)	.51 (.05)	.55 (.04)
	OCCA	.32 (.02)	.32 (.04)	.31 (.04)	.34 (.04)	.31 (.03)	.34 (.04)	.30 (.10)	.32 (.05)	.35 (.04)	.30 (.04)
	NEVER	.21 (.02)	.23 (.03)	.18 (.04)	.23 (.04)	.20 (.03)	.22 (.03)	.50 (.11)	.23 (04)	.14 (.03)	.14 (.03)
	BLANKS	9	5	1	3	6	3.	2	4	2	1

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Other	FREQ	**.27 (.02)**	.41 (.08)	.15 (.06)	.35 (.08)	.30 (.07)	.23 (.05)	.03 (.02)	.27 (.07)	.30 (.09)	.33 (.09)
	OCCA	**.10 (.03)**	.23 (.08)	.07 (.04)	.08 (.05)	.19 (.06)	.02 (.01)	.13 (.09)	.09 (.05)	.08 (.06)	.13 (.06)
	NEVER	**.62**	.36 (.05)	.77 (.06)	.56 (.08)	.50 (.07)	.75 (.05)	.78 (.09)	.65 (.08)	.62 (.06)	.55 (.09)
	BLANKS	317	120	80	117	169	148	23	79	107	108

Question 25: Please indicate the extent to which you teach undergraduate medical students in each of the following instructional settings in a given year.

Key: FREQ = I FREQUENTLY teach in this setting.
OCCA = I OCCASIONALLY teach in this setting.
NEVER = I NEVER teach in this setting.

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Classroom/ Conference room	FREQ	.51 (.02)	.57 (.04)	.48 (.04)	.51 (.03)	.50 (.03)	.51 (.03)	.23 (.06)	.53 (.04)	.55 (.04)	.65 (.04)
	OCCA	.41 (.02)	.38 (.04)	.41 (.04)	.43 (.03)	.42 (.03)	.40 (.04)	.54 (.07)	.41 (.04)	.40 (.04)	.33 (.04)
	NEVER	.08	.06 (.02)	.11 (.03)	.06 (.02)	.08 (.02)	.09 (.02)	.23 (.06)	.06 (.02)	.05 (.02)	.02
	BLANKS	14	6	1	7	5	0	6	2	3	3
Office	FREQ	.32 (.02)	.33 (.03)	.32 (.04)	.31 (.03)	.33 (.03)	.30 (.03)	.38 (.07)	.31 (.04)	.24 (.04)	.35 (.04)
	OCCA	.43 (.02)	.43 (.04)	.44 (.04)	.43 (.04)	.46 (.03)	.41 (.04)	.35 (.07)	.44 (.04)	.50 (.05)	.44 (.04)
	NEVER	.25 (.02)	.24 (.03)	.24 (.03)	.26 (.03)	.21 (.03)	.29 (.03)	.28 (.05)	.25 (.04)	.26 (.04)	.21 (.04)
	BLANKS	27	9	5	13	13	14	5	8	9	5
Laboratory	FREQ	.11	.13 (.02)	.08 (.02)	.14 (.02)	.13 (.02)	.10 (.02)	.11 (.04)	.10 (.03)	.17 (.03)	.08 (.02)
	OCCA	.26 (.02)	.21 (.03)	.30 (.04)	.23 (.03)	.24 (.03)	.28 (.03)	.21 (.06)	.22 (.04)	.27 (.04)	.33 (.04)
	NEVER	.63 (.02)	.66 (.04)	.62 (.04)	.63 (.03)	.63 (.03)	.62 (.04)	.67 (.06	.68 (.04)	.56 (.05)	.59 (.04)
	BLANKS	41	13	10	18	18	23	11	12	14	4
Patient bedside	FREQ	.36 (.02)	.40 (.04)	.35 (.04)	.36 (.03)	.34 (.03)	.39 (.04)	.27 (.06)	.32 (.04)	.38 (.04)	.48 (.04)
	OCCA	.29 (.02)	.39 (.04)	.26 (.04)	.28 (.03)	.26 (.03)	.33 (.03)	.37 (.06)	.29 (.04)	.28 (.04)	.29 (.04)
	NEVER	.35 (.02)	.21 (.03)	.38 (.04)	.36 (.03)	.40 (.03)	.29 (.03)	.42 (.06)	.39 (.04)	.34 (.04)	.23 (.04)
	BLANKS	23	9	4	10	12	11	10	7	3	3
Patient examining room	FREQ	.33 (.02)	.41 (.04)	.33 (.04)	.29 (.03)	.32 (.03)	.33 (.03)	.32 (.06)	.28 (.04)	.37 (.04)	.36 (.04)
	OCCA	.26 (.02)	.28 (.03)	.25 (.04)	.25 (.03)	.25 (.03)	.27 (.03)	.16 (.05)	.26 (.04)	.26 (.04)	.33 (.04)
	NEVER	.42 (.02)	.31 (.03)	.42 (.04)	.46 (.04)	.43 (.03)	.40 (.03)	.52 (.06)	.47 (.04)	.37 (.04)	.31 (.04)
	BLANKS	31	9	8	14	13	18	8	9	11	3

Question 25 - Continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Other	FREQ	.44 (.03)	.48 (.06)	.41 (.06)	.45 (.06)	.44 (.02)	.43 (.05)	.40 (.09)	.47 (.07)	.35 (.07)	.49 (.09)
	OCCA	.06	.09 (.03)	.01	.09 (.03)	.06 (.02)	.06 (.02)	.03 (.03)	.11 (.04)	.04 (.03)	.02
	NEVER	.51 (.03)	.43 (.06)	.58 (.06)	.47 (.06)	.51 (.02)	.51 (.05)	.57 (.09)	.43 (.07)	.61 (.08)	.49 (.09)
	BLANKS	330	102	91	137	173	157	52	88	94	96

Question 25: Please indicate the extent to which you teach undergraduate medical students in each of the following instructional settings in a given year.

Key: FREQ = I FREQUENTLY teach in this setting.
OCCA = I OCCASIONALLY teach in this setting.
NEVER = I NEVER teach in this setting.

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Classroom/ Conference room	FREQ	.78	.81 (.02)	.76 (.02)	.79 (.02)	.80 (.02)	.76 (.02)	.43 (.06)	.74 (.03)	.88 (.02)	.86 (.02)
	OCCA	.18	.16 (.02)	.21 (.02)	.16 (.02)	.16 (.02)	.21 (.02)	.43 (.06)	.23 (.03)	.10	.13 (.02)
	NEVER	.03	.03	.03	.04	.04	.03	.14 (.04)	.03	.02	.01
	BLANKS	15	5	4	6	7	8	8	3	2	2
Office	FREQ	.20	.22 (.02)	.20 (.02)	.20 (.02)	.20 (.02)	.21 (.02)	.10 (.03)	.19 (.02)	.21 (.02)	.25 (.02)
	OCCA	.59	.60 (.02)	.57 (.03)	.59 (.03)	.60 (.02)	.56 (.02)	.56 (.06)	.58 (.03)	.63 (.03)	.56 (.03)
	NEVER	.21	.17 (.02)	.23 (.02)	.20 (.02)	.20 (.02)	.23 (.02)	.34 (.05)	.23 (.03)	.16 (.02)	.19 (.02)
	BLANKS	38	12	10	16	20	18	13	13	3	9
Laboratory	FREQ	.53	.53 (.02)	.54 (.03)	.51 (.03)	.51 (.02)	.55 (.02)	.52 (.05)	.53 (.03)	.53 (.03)	.53 (.03)
	OCCA	.34	.34 (.02)	.34 (.03)	.34 (.02)	.35 (.02)	.32 (.02)	.30 (.05)	.35 (.03)	.35 (.02)	.33 (.03)
	NEVER	.13	.13	.12 (.02)	.14 (.02)	.14	.12	.18 (.04)	.12 (.02)	.12	.14 (.02)
	BLANKS	18	9	5	4	8	10	5	6	1	6
Patient bedside	FREQ	.02	.01	.02	.02	.02	.01	.00	.02	.01	.02
	OCCA	.07	.08	.06	.06	.07	.06	.02	.0[illegible]	.07	.11 (.02)
	NEVER	.92	.91	.92	.92	.91	.93	.98	.94	.92	.87 (.02)
	BLANKS	67	27	12	28	35	32	15	20	10	22
Patient examining room	FREQ	.01	.01	.01	.01	.01	.01	.00	.02	.01	.00
	OCCA	.04	.03	.05	.03	.04	.04	.00	.01	.04	.07
	NEVER	.95	.95	.95	.96	.95	.95	1.00	.97	.95	.93
	BLANKS	68	27	12	29	37	31	15	21	11	21

Question 25 - Continued

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Other	FREQ	.08	.04 (.02)	.09 (.03)	.08 (.03)	.09 (.02)	.06 (.02)	.00 (.02)	.06 (.03)	.11 (.03)	.09 (.04)
	OCCA	.06	.08 (.02)	.05 (.02)	.07 (.02)	.09 (.02)	.03	.00	.03 (.02)	.05 (.02)	.12 (.04)
	NEVER	.86 (.02)	.88 (.03)	.86 (.04)	.85 (.03)	.82 (.03)	.91 (.02)	1.00	.91 (.03)	.84 (.03)	.79 (.05)
	BLANKS	649	238	178	233	340	309	59	161	210	219

Question 26: To what extent do you use each of the following instructional methods in your teaching of undergraduate medical students?

Key: FREQ = I FREQUENTLY use this method.
OCCA = I OCCASIONALLY use this method.
NEVER = I NEVER use this method.

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Lecturing	FREQ	.56	.62 (.02)	.56 (.02)	.54 (.02)	.53 (.02)	.59 (.02)	.35 (.04)	.55 (.02)	.61 (.02)	.64 (.02)
	OCCA	.36	.33 (.02)	.37 (.02)	.36 (.02)	.38 (.02)	.34 (.02)	.37 (.04)	.38 (.02)	.35 (.02)	.34 (.02)
	NEVER	.08	.06	.07	.10	.09	.07	.28 (.04)	.07	.04	.02
	BLANKS	39	13	11	15	12	27	18	6	5	10
Small group discussion	FREQ	.65	.65	.63 (.02)	.68 (.02)	.66 (.02)	.65 (.02)	.48 (.05)	.63 (.02)	.69 (.02)	.74 (.02)
	OCCA	.28	.28	.31 (.02)	.25 (.02)	.28	.29 (.02)	.35 (.04)	.31 (.02)	.27 (.02)	.23 (.02)
	NEVER	.06	.06	.06	.07	.06	.06	.17 (.03)	.06	.04	.03
	BLANKS	34	11	11	12	13	21	12	4	5	13
Laboratory teaching	FREQ	.26	.29	.24	.28	.26	.27	.22 (.03)	.25 (.02)	.29 (.02)	.27 (.02)
	OCCA	.30	.31 (.02)	.30 (.02)	.29 (.02)	.31	.28 (.02)	.21 (.04)	.27 (.02)	.33 (.02)	.34 (.02)
	NEVER	.44	.40 (.02)	.46 (.02)	.44 (.02)	.43 (.02)	.45 (.02)	.57 (.04)	.48 (.02)	.38 (.02)	.39 (.02)
	BLANKS	69	25	18	26	29	40	15	14	15	25
Clinical instruction/ supervision	FREQ	.44	.43	.45 (.02)	.42 (.02)	.42	.45 (.02)	.41 (.04)	.43 (.02)	.40 (.02)	.48 (.02)
	OCCA	.17	.17	.15	.18	.18	.16	.15 (.03)	.17 (.02)	.20 (.02)	.15
	NEVER	.39	.40	.39 (.02)	.39	.40	.39	.44 (.04)	.40 (.02)	.40 (.02)	.37
	BLANKS	94	35	24	35	49	45	25	15	22	32
Tutorial instruction	FREQ	.20	.21	.19 (.02)	.20 (.02)	.20	.19	.13 (.03)	.16 (.02)	.24 (.02)	.24 (.02)
	OCCA	.47	.47 (.02)	.47 (.02)	.47 (.02)	.46 (.02)	.48 (.02)	.34 (.04)	.48 (.02)	.48 (.02)	.51 (.02)
	NEVER	.33	.32 (.02)	.34 (.02)	.33 (.02)	.34 (.02)	.33 (.02)	.53 (.05)	.36 (.02)	.28 (.02)	.25 (.02)
	BLANKS	72	26	20	26	35	37	21	15	15	21

Question 26 - Continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Programmed instruction/ self-instruction materials	FREQ	.06	.08	.06	.05	.07	.05	.03	.05	.07	.07
	OCCA	.27	.33 (.02)	.30 (.02)	.20	.28	.26	.13 (.03)	.25 (.02)	.26 (.02)	.36 (.02)
	NEVER	.67	.60 (.02)	.63 (.02)	.75	.65	.70 (.02)	.84 (.03)	.69 (.02)	.67 (.02)	.56 (.02)
	BLANKS	70	26	16	28	30	40	25	15	11	19
Computer assisted instruction (C.A.I.)	FREQ	.01	.02	.01	.01	.01	.00	.01	.00	.01	.01
	OCCA	.07	.08	.08	.04	.07	.06	.03	.06	.06	.09
	NEVER	.93	.91	.92	.95	.91	.94	.96	.94	.93	.90
	BLANKS	93	34	25	34	43	50	26	22	17	28
Other	FREQ	.07	.10 (.02)	.07 (.02)	.06	.07 (.02)	.07 (.02)	.04 (.02)	.08 (.02)	.09 (.02)	.06 (.02)
	OCCA	.05	.05	.06 (.02)	.05	.08 (.02)	.03	.05 (.03)	.05 (.02)	.10 (.03)	.03
	NEVER	.87	.85 (.03)	.86	.90 (.02)	.85	.90 (.02)	.91 (.03)	.87 (.03)	.81 (.04)	.91 (.03)
	BLANKS	1353	482	373	498	707	646	135	345	417	456

Question 26: To what extent do you use each of the following instructional methods in your teaching of undergraduate medical students?

Key: FREQ = I FREQUENTLY use this method.
OCCA = I OCCASIONALLY use this method.
NEVER = I NEVER use this method.

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Lecturing	FREQ	.47 (.03)	.51 (.04)	.46 (.05)	.48 (.04)	.45 (.04)	.50 (.04)	.35 (.12)	.43 (.05)	.51 (.04)	.54 (.05)
	OCCA	.46 (.03)	.44 (.04)	.48 (.04)	.44 (.04)	.49 (.04)	.42 (.04)	.31 (.08)	.53 (.05)	.45 (.04)	.43 (.05)
	NEVER	.07	.06	.06 (.03)	.08 (.02)	.06	.08 (.03)	.34 (.12)	.05 (.02)	.04 (.02)	.02
	BLANKS	7	3	2	2	4	3	4	1	1	1
Small group discussion	FREQ	.80 (.02)	.81 (.03)	.79 (.04)	.81 (.03)	.82 (.03)	.77 (.04)	.56 (.12)	.77 (.04)	.83 (.03)	.88 (.03)
	OCCA	.14 (.02)	.15 (.03)	.16 (.03)	.13 (.03)	.14 (.03)	.15 (.03)	.11 (.05)	.19 (.04)	.14 (.03)	.10 (.03)
	NEVER	.06	.04	.06 (.03)	.06 (.02)	.04	.07 (.03)	.33 (.12)	.04 (.02)	.02	.01
	BLANKS	5	1	2	2	2	3	3	0	1	1
Laboratory teaching	FREQ	.16 (.02)	.19 (.03)	.12 (.03)	.20 (.03)	.17 (.03)	.15 (.02)	.08 (.05)	.16 (.04)	.13 (.03)	.21 (.04)
	OCCA	.37 (.02)	.44 (.04)	.34 (.04)	.38 (.04)	.41 (.04)	.34 (.03)	.20 (.07)	.34 (.05)	.43 (.04)	.41 (.05)
	NEVER	.47 (.03)	.38 (.04)	.53 (.04)	.42 (.04)	.43 (.04)	.51 (.04)	.72 (.07)	.50 (.05)	.43 (.04)	.37 (.05)
	BLANKS	15	5	4	6	8	7	3	2	4	6
Clinical instruction/ supervision	FREQ	.71 (.02)	.65 (.04)	.73 (.04)	.71 (.04)	.75 (.03)	.68 (.04)	.45 (.12)	.70 (.05)	.70 (.04)	.82 (.03)
	OCCA	.16 (.02)	.20 (.03)	.15 (.03)	.16 (.03)	.13 (.02)	.19 (.03)	.12 (.05)	.17 (.04)	.23 (.04)	.11 (.03)
	NEVER	.13 (.02)	.15 (.03)	.12 (.03)	.13 (.03)	.12 (.02)	.13 (.03)	.43 (.12)	.13 (.03)	.08 (.02)	.07 (.02)
	BLANKS	7	3	2	2	4	3	4	1	1	1
Tutorial instruction	FREQ	.26 (.02)	.30 (.03)	.29 (.04)	.21 (.03)	.28 (.03)	.24 (.03)	.14 (.06)	.17 (.04)	.30 (.04)	.38 (.05)
	OCCA	.41 (.02)	.41 (.04)	.36 (.04)	.46 (.04)	.40 (.04)	.41 (.03)	.12 (.04)	.49 (.05)	.41 (.04)	.40 (.04)
	NEVER	.33 (.02)	.30 (.03)	.35 (.04)	.32 (.04)	.32 (.03)	.34 (.03)	.74 (.07)	.34 (.05)	.29 (.04)	.22 (.04)
	BLANKS	12	5	2	5	6	6	4	1	2	5

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Programmed instruction/ self-instruction materials	FREQ	**.06**	.07 (.02)	.08 (.02)	.03	.08 (.02)	.04	.00	.06 (.02)	.08 (.03)	.07 (.02)
	OCCA	**.30 (.02)**	.35 (.04)	.34 (.05)	.23 (.03)	.31 (.03)	.28 (.04)	.22 (.10)	.26 (.05)	.25 (.04)	.41 (.05)
	NEVER	**.64 (.03)**	.58 (.04)	.58 (.05)	.75 (.03)	.60 (.04)	.68 (.04)	.78 (.10)	.69 (.05)	.67 (.04)	.52 (.05)
	BLANKS	**9**	5	1	3	3	6	4	2	1	2
Computer assisted instruction (C.A.I.)	FREQ	**.00**	.01	.00	.00	.00	.00	.00	.00	.01	.00
	OCCA	**.07**	.07 (.02)	.07 (.02)	.06 (.02)	.08 (.02)	.05	.01	.07 (.02)	.05 (.02)	.10 (.03)
	NEVER	**.93**	.92 (.02)	.93 (.02)	.94 (.02)	.91 (.02)	.95	.99	.92 (.03)	.95 (.02)	.90 (.03)
	BLANKS	**14**	6	4	4	7	7	5	3	1	5
Other	FREQ	**.06 (.02)**	.10 (.04)	.08 (.04)	.02	.05 (.02)	.08 (.04)	.03 (.02)	.01	.18 (.07)	.04 (.03)
	OCCA	**.04 (.02)**	.04 (.03)	.00 (.03)	.10 (.05)	.07 (.03)	.01	.15 (.09)	.01	.09 (.06)	.00 (.06)
	NEVER	**.89 (.03)**	.86 (.04)	.90 (.04)	.88 (.05)	.87 (.04)	.91 (.04)	.76 (.09)	.98	.73 (.09)	.96 (.03)
	BLANKS	**305**	113	78	114	164	141	21	77	97	110

Question 26: To what extent do you use each of the following instructional methods in your teaching of undergraduate medical students?

Key: FREQ = I FREQUENTLY use this method.
OCCA = I OCCASIONALLY use this method.
NEVER = I NEVER use this method.

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Lecturing	FREQ	**.45 (.02)**	.50 (.04)	.48 (.04)	.41 (.03)	.40 (.03)	.51 (.04)	.33 (.06)	.48 (.04)	.47 (.04)	.50 (.04)
	OCCA	**.43 (.02)**	.43 (.04)	.40 (.04)	.46 (.03)	.46 (.03)	.40 (.03)	.36 (.06)	.41 (.04)	.47 (.04)	.47 (.04)
	NEVER	**.12**	.07 (.02)	.12 (.02)	.13 (.02)	.14 (.02)	.09 (.02)	.31 (.05)	.12 (.03)	.06 (.02)	.03
	BLANKS	**15**	5	3	7	4	11	7	3	2	3
Small group discussion	FREQ	**.64 (.02)**	.69 (.03)	.60 (.04)	.67 (.03)	.62 (.03)	.67 (.03)	.50 (.07)	.62 (.04)	.65 (.04)	.78 (.04)
	OCCA	**.30 (.02)**	.24 (.03)	.35 (.04)	.27 (.03)	.32 (.03)	.28 (.03)	.38 (.06)	.32 (.04)	.30 (.04)	.21 (.04)
	NEVER	**.06**	.06 (.02)	.05 (.02)	.06 (.02)	.06	.05	.12 (.04)	.05 (.02)	.05 (.02)	.02
	BLANKS	**10**	3	3	4	4	6	3	1	2	4
Laboratory teaching	FREQ	**.12**	.11 (.02)	.09 (.02)	.14 (.02)	.11 (.02)	.13 (.02)	.13 (.04)	.11 (.03)	.16 (.03)	.07 (.02)
	OCCA	**.23 (.02)**	.22 (.03)	.24 (.04)	.21 (.03)	.23 (.03)	.22 (.03)	.18 (.05)	.17 (.03)	.27 (.04)	30 (.04)
	NEVER	**.66 (.02)**	.67 (.03)	.66 (.04)	.65 (.03)	.66 (.03)	.65 (.03)	.69 (.06)	.71 (.04)	.57 (.05)	.63 (.04)
	BLANKS	**33**	12	7	14	13	20	8	6	11	8
Clinical instruction/ supervision	FREQ	**.57 (.02)**	.65 (.03)	.57 (.04)	.54 (.04)	.54 (.03)	.61 (.03)	.58 (.06)	.54 (.04)	.53 (.04)	.64 (.04)
	OCCA	**.22 (.02)**	.20 (.03)	.19 (.03)	.25 (.03)	.25 (.03)	.18 (.02)	.19 (.05)	.22 (.04)	.24 (.04)	.21 (.04)
	NEVER	**.21 (.02)**	.14 (.02)	.24 (.03)	.20 (.03)	.22 (.03)	.21 (.03)	.23 (.05)	.24 (.04)	.23 (.04)	.15 (.03)
	BLANKS	**18**	7	4	7	8	10	9	0	5	4
Tutorial instruction	FREQ	**.19 (.02)**	.21 (.03)	.17 (.03)	.21 (.03)	.18 (.02)	.21 (.03)	.13 (.04)	.20 (.04)	.22 (.04)	.21 (.03)
	OCCA	**.44 (.02)**	.44 (.04)	.45 (.04)	.43 (.04)	.42 (.03)	.45 (.04)	.38 (.07)	.43 (.04)	.46 (.05)	.48 (.04)
	NEVER	**.37 (.02)**	.35 (.03)	.38 (.04)	.36 (.03)	.39 (.03)	.34 (.03)	.49 (.07)	.37 (.04)	.32 (.04)	.31 (.04)
	BLANKS	**25**	9	6	10	8	17	9	5	7	4

Question 26 - Continued

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POF	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Programmed instruction/ self-instruction materials	FREQ	.06	.07 (.02)	.05	.06	.06	.05	.03 (.02)	.06 (.02)	.06 (.02)	.08 (.02)
	OCCA	.22 (.02)	.29 (.03)	.24 (.03)	.17 (.02)	.22 (.03)	.22 (.02)	.08 (.03)	.23 (.04)	.19 (.03)	.35 (.04)
	NEVER	.72 (.02)	.63 (.03)	.71 (.04)	.77 (.03)	.72 (.03)	.73 (.03)	.89 (.03)	.71 (.04)	.76 (.04)	.57 (.04)
	BLANKS	23	9	4	10	9	14	11	2	7	3
Computer assisted instruction (C.A.I.)	FREQ	.01	.02	.01	.01	.01	.01	.01	.00	.01	.02
	OCCA	.02	.05	.02	.02	.03	.02	.01	.01	.02	.06 (.02)
	NEVER	.97	.93	.97	.97	.95	.98	.97 (.02)	.99	.97	.92 (.02)
	BLANKS	31	12	6	13	12	19	11	6	9	5
Other	FREQ	.08 (.02)	.15 (.05)	.09 (.04)	.06 (.03)	.08 (.03)	.09 (.03)	.06 (.04)	.14 (.05)	.09 (.04)	.02
	OCCA	.07 (.02)	.05 (.02)	.10 (.04)	.04 (.02)	.11 (.03)	.02	.04 (.03)	.07 (.04)	.16 (.06)	.00 (.06)
	NEVER	.85 (.03)	.80 (.05)	.81 (.05)	.90 (.03)	.81 (.04)	.89 (.03)	.90 (.04)	.78 (.06)	.75 (.07)	.98
	BLANKS	358	113	99	146	178	180	48	101	94	115

Question 26: To what extent do you use each of the following instructional methods in your teaching of undergraduate medical students?

Key: FREQ = I FREQUENTLY use this method.
OCCA = I OCCASIONALLY use this method.
NEVER = I NEVER use this method.

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Lecturing	FREQ	.78	.82 (.02)	.76 (.02)	.78 (.02)	.78 (.02)	.78 (.02)	.40 (.06)	.77 (.03)	.84 (.02)	.86 (.02)
	OCCA	.18	.14	.21 (.02)	.17 (.02)	.18 (.02)	.18 (.02)	.44 (.06)	.19 (.02)	.15 (.02)	.12 (.02)
	NEVER	.04	.04	.03	.06	.05	.03	.17 (.04)	.05	.02	.02
	BLANKS	16	5	5	6	4	12	6	3	2	5
Small group discussion	FREQ	.54	.49 (.02)	.52 (.03)	.59 (.03)	.57 (.02)	.49 (.02)	.41 (.06)	.50 (.03)	.59 (.03)	.58 (.03)
	OCCA	.39	.43 (.0)	.41 (.03)	.34 (.02)	.35 (.02)	.43 (.02)	.45 (.06)	.41 (.03)	.36 (.03)	.36 (.03)
	NEVER	.08	.08	.08	.07	.08	.07	.14 (.04)	.10 (.02)	.04	.06
	BLANKS	18	6	6	6	7	11	6	3	2	7
Laboratory teaching	FREQ	.54	.53 (.02)	.56 (.03)	.53 (.03)	.51 (.02)	.58 (.02)	.54 (.05)	.53 (.03)	.57 (.03)	.53 (.03)
	OCCA	.32	.32 (.02)	.32 (.03)	.32 (.02)	.34 (.02)	.29 (.02)	.28 (.05)	.34 (.03)	.31 (.02)	.32 (.03)
	NEVER	.14	.15 (.02)	.12 (.02)	.16 (.02)	.14	.14 (.02)	.18 (.05)	.14 (.02)	.12 (.02)	.15 (.02)
	BLANKS	20	8	6	6	8	12	3	7	0	10
Clinical instruction/ supervision	FREQ	.03	.05	.02	.02	.03	.02	.01	.04	.02	.03
	OCCA	.11	.11	.11 (.02)	.10	.12	.09	.06 (.02)	.10 (.02)	.12 (.02)	.12 (.02)
	NEVER	.87	.84 (.02)	.87 (.02)	.88 (.02)	.85	.89	.93 (.02)	.86 (.02)	.87 (.02)	.85 (.02)
	BLANKS	67	24	17	26	37	30	11	14	16	26
Tutorial instruction	FREQ	.13	.12	.13 (.02)	.15 (.02)	.14	.12	.08 (.03)	.09 (.02)	.20 (.02)	.14 (.02)
	OCCA	.57	.55 (.02)	.57 (.03)	.57 (.03)	.58 (.02)	.56 (.02)	.46 (.06)	.53 (.03)	.58 (.03)	.64 (.03)
	NEVER	.30	.33 (.02)	.30 (.03)	.28 (.02)	.28 (.02)	.32 (.02)	.46 (.06)	.39 (.03)	.22 (.02)	.22 (.02)
	BLANKS	35	12	12	11	21	14	8	10	6	11

Question 26 - Continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Programmed instruction/ self-instruction materials	FREQ	.06	.08	.07	.04	.07	.06	.05 (.02)	.05	.07	.08
	OCCA	.30	.34 (.02)	.35 (.03)	.23 (.02)	.32 (.02)	.28 (.02)	.20 (.04)	.28 (.03)	.34 (.02)	.32 (.03)
	NEVER	.64	.59 (.02)	.58 (.03)	.73 (.02)	.62 (.02)	.67 (.02)	.75 (.04)	.68 (.03)	.59 (.03)	.60 (.03)
	BLANKS	37	12	10	15	18	19	9	12	3	13
Computer assisted instruction (C.A.I.)	FREQ	.01	.01	.01	.01	.02	.00	.00	.01	.01	.01
	OCCA	.11	.11	.17 (.02)	.05	.11	.11	.05 (.02)	.11 (.02)	.12 (.02)	.12 (.02)
	NEVER	.88	.88	.82 (.02)	.93	.87	.89	.94 (.02)	.88 (.02)	.87 (.02)	.86 (.02)
	BLANKS	46	16	13	17	24	22	9	13	7	17
Other	FREQ	.06	.05 (.02)	.03	.0[illegible] (.03)	.08 (.02)	.03	.00	.05 (.03)	.05 (.02)	.08 (.02)
	OCCA	.05	.04 (.02)	.07 (.03)	.0[illegible]	.06 (.02)	.03 (.02)	.00 (.02)	.04 (.02)	.05 (.02)	.08 (.04)
	NEVER	.90 (.02)	.91 (.03)	.90 (.04)	.89 (.03)	.87 (.03)	.94 (.03)	1.00	.91 (.03)	.90 (.03)	.84 (.05)
	BLANKS	669	244	189	236	350	319	59	163	222	225

Question 27: To what extent do you use the following educational resources in your teaching of undergraduate medical students?

Key: FREQ = I FREQUENTLY use this resource.
OCCA = I OCCASIONALLY use this resource.
NEVER = I NEVER use this resource.

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Slides	FREQ	.60	.60 (.02)	.60 (.02)	.60 (.02)	.58 (.02)	.62 (.02)	.35 (.04)	.57 (.02)	.63 (.02	.72 (.02)
	OCCA	.29	.31 (.02)	.28 (.02)	.27 (.02)	.31 (.02)	.26 (.02)	.31 (.04)	.32 (.02)	.29 (.02)	.24 (.02)
	NEVER	.12	.08	.12	.13	.11	.12	.34 (.04)	.11	.08	.04
	BLANKS	38	13	10	15	13	25	19	7	5	7
Audio tapes	FREQ	.06	.09	.06	.05	.06	.06	.05	.04	.07	.08
	OCCA	.29	.35 (.02)	.31 (.02)	.24 (.02)	.30	.28 (.02)	.19 (.04)	.28 (.02)	.31 (.02)	.35 (.02)
	NEVER	.65	.55 (.02)	.63 (.02)	.71 (.02)	.63 (.02)	.66 (.02)	.76 (.04)	.68 (.02)	.63 (.02	.57 (.02)
	BLANKS	84	32	22	30	33	51	24	17	14	29
Audio tapes/ slide packages	FREQ	.05	.08	.05	.03	.05	.06	.02	.05	.06	.06
	OCCA	.25	.31 (.02)	.26 (.02)	.20	.25	.23 (.02)	.16 (.04)	.24 (.02)	.27 (.02)	.27 (.02)
	NEVER	.70	.60 (.02)	.69 (.02)	.77	.70	.71 (.02)	.81 (.04)	.72 (.02)	.67 (.02)	.66 (.02)
	BLANKS	88	31	24	33	39	49	25	17	16	30
Overhead trans- parencies	FREQ	.10	.14	.10	.07	.13	.06	.06	.10	.11	.11
	OCCA	.33	.37 (.02)	.33 (.02)	.30 (.02)	.33 (.02)	.33 (.02)	.23 (.04)	.34 (.02)	.31 (.02)	.37 (.02)
	NEVER	.57	.49 (.02)	.56 (.02)	.62 (.02)	.54 (.02)	.61 (.02)	.71 (.04)	.56 (.02)	.57 (.02)	.52 (.02)
	BLANKS	74	27	21	26	30	44	22	13	16	23
Motion picture films	FREQ	.05	.09	.04	.04	.05	.05	.02	.03	.05	.09
	OCCA	.46	.52 (.02)	.46 (.02)	.43 (.02)	.48 (.02)	.45 (.02)	.28 (.04)	.45 (.02)	.49 (.02)	.54 (.02)
	NEVER	.49	.39 (.02)	.49 (.02)	.53 (.02)	.47 (.02)	.51 (.02)	.70 (.04)	.52 (.02)	.47 (.02)	.37 (.02)
	BLANKS	67	23	20	24	28	39	23	14	10	20

Question 27 - Continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Video tapes	FREQ	.09	.11	.11	.05	.09	.08	.08 (.02)	.08	.09	.10
	OCCA	.33	.39 (.02)	.34 (.02)	.29 (.02)	.34 (.02)	.32 (.02)	.26 (.04)	.33 (.02)	.32 (.02)	.38 (.02)
	NEVER	.58	.49 (.02)	.55 (.02)	.65 (.02)	.57 (.02)	.60 (.02)	.66 (.04)	.59 (.02)	.59 (.02)	.53 (.02)
	BLANKS	92	33	25	34	41	51	24	22	20	26
Simulations (e.g. patient management problems, pelvic models, simulated patients)	FREQ	.10	.12	.10	.09	.09	.11	.12 (.03)	.12 (.02)	.09	.08
	OCCA	.25	.29 (.02)	.28 (.02)	.21 (.02)	.25	.26 (.02)	.30 (.04)	.25 (.02)	.23 (.02)	.26 (.02)
	NEVER	.65	.59 (.02)	.62 (.02)	.70 (.02)	.66 (.02)	.63 (.02)	.59 (.04)	.63 (.02)	.68 (.02)	.66 (.02)
	BLANKS	144	49	37	58	64	80	31	34	36	43
Assigned texts	FREQ	.43	.49 (.02)	.42 (.02)	.43 (.02)	.44 (.02)	.43 (.02)	.19 (.03)	.41 (.02)	.49 (.02)	.53 (.02)
	OCCA	.41	.38 (.02)	.43 (.02)	.39 (.02)	.38 (.02)	.44 (.02)	.48 (.04)	.42 (.02)	.38 (.02)	.38 (.02)
	NEVER	.16	.13	.15 (.02)	.18	.18	.13	.33 (.04)	.17 (.02)	.13	.09
	BLANKS	64	25	19	20	28	36	22	13	9	20
Reading lists	FREQ	.39	.38 (.02)	.39 (.02)	.39 (.02)	.38 (.02)	.39 (.02)	.20 (.03)	.37 (.02)	.41 (.02)	.48 (.02)
	OCCA	.44	.46 (.02)	.43 (.02)	.44 (.02)	.43 (.02)	.44 (.02)	.46 (.05)	.47 (.02)	.43 (.02)	.40 (.02)
	NEVER	.18	.16	.19 (.02)	.17	.19	.17	.33 (.05)	.16 (.02)	.17 (.02)	.13
	BLANKS	62	19	20	23	25	37	21	8	14	19
Handouts	FREQ	.58	.61 (.02)	.60 (.02)	.54 (.02)	.58 (.02)	.58 (.02)	.45 (.05)	.58 (.02)	.57 (.02)	.66 (.02)
	OCCA	.33	.32 (.02)	.31 (.02)	.36 (.02)	.33 (.02)	.33 (.02)	.37 (.04)	.35 (.02)	.32 (.02)	.29 (.02)
	NEVER	.09	.07	.08	.10	.09	.08	.19 (.03)	.07	.10	.05
	BLANKS	45	13	15	17	16	29	16	8	7	14

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Other	FREQ	.16	.16 (.03)	.10 (.02)	.22 (.02)	.16	.16	.15 (.05)	.11 (.03)	.18 (.04)	.20 (.02)
	OCCA	.04	.06 (.02)	.03	.05 (.02)	.06	.03	.02	.04	.06 (.02)	.05 (.02)
	NEVER	.80	.78 (.04)	.86	.73	.79	.81	.83 (.05)	.85 (.03)	.76 (.04)	.75 (.02)
	BLANKS	1,467	529	402	536	766	701	143	389	457	478

Question 27: To what extent do you use the following educational resources in your teaching of undergraduate medical students?

Key: FREQ = I FREQUENTLY use this resource.
OCCA = I OCCASIONALLY use this resource.
NEVER = I NEVER use this resource.

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Slides	FREQ	**.65 (.03)**	.62 (.04)	.68 (.05)	.62 (.04)	.61 (.04)	.68 .04)	.35 (.12)	.60 (.05)	.65 (.04)	.80 (.04)
	OCCA	**.29 (.02)**	.31 (.03)	.26 (.04)	.31 (.04)	.36 (.04)	.22 (.03)	.29 (.08)	.35 (.05)	.31 (.04)	.20 (.04)
	NEVER	**.07**	.06 (.02)	.06 (.03)	.07 (.02)	.03	.10 (.03)	.37 (.13)	.05 (.02)	.04 (.02)	.00 (.02)
	BLANKS	**7**	2	2	3	5	2	4	1	1	1
Audio tapes	FREQ	**.06**	.08 (.02)	.06 (.02)	.05	.06	.05	.01	.04 (.02)	.10 (.03)	.07 (.02)
	OCCA	**.33 (.02)**	.42 (.04)	.33 (.04)	.30 (.04)	.33 (.04)	.34 (.04)	.28 (.12)	.26 (.04)	.32 (.04)	.45 (.05)
	NEVER	**.61 (.03)**	.50 (.04)	.61 (.05)	.65 (.04)	.60 (.04)	.61 (.04)	.71 (.12)	.70 (.04)	.58 (.04)	.48 (.05)
	BLANKS	**12**	4	4	4	7	5	5	1	1	5
Audio tapes/ slide packages	FREQ	**.05**	.07 (.02)	.07 (.02)	.02	.06 (.02)	.04	.01	.06 (.02)	.06 (.02)	.03 (.02)
	OCCA	**.28 (.02)**	.35 (.04)	.27 (.04)	.27 (.04)	.29 (.04)	.27 (.03)	.23 (.12)	.20 (.04)	.32 (.04)	.36 (.04)
	NEVER	**.67 (.03)**	.58 (.04)	.66 (.05)	.72 (.04)	.65 (.04)	.69 (.04)	.76 (.12)	.73 (.04)	.62 (.04)	.61 (.05)
	BLANKS	**15**	5	5	5	10	5	5	2	1	7
Overhead trans-parencies	FREQ	**.08**	.10 (.02)	.10 (.03)	.04	.10 (.02)	.06	.07 (.04)	.08 (.03)	.07 (.02)	.08 (.03)
	OCCA	**.34 (.02)**	.42 (.04)	.33 (.04)	.32 (.04)	.39 (.04)	.29 (.03)	.15 (.06)	.32 (.05)	.33 (.04)	.44 (.05)
	NEVER	**.58 (.02)**	.48 (.04)	.57 (.04)	.64 (.04)	.51 (.04)	.65 (.03)	.78 (.07)	.60 (.05)	.60 (.04)	.48 (.05)
	BLANKS	**9**	4	3	2	6	3	2	1	2	4
Motion picture films	FREQ	**.03**	.05	.02	.02	.02	.03	.01	.01	.02	.05 (.02)
	OCCA	**.44 (.03)**	.50 (.04)	.44 (.05)	.41 (.04)	.49 (.04)	.40 (.04)	.30 (.12)	.41 (.05)	.47 (.04)	.50 (.05)
	NEVER	**.53 (.03)**	.45 (.04)	.53 (.05)	.57 (.04)	.49 (.04)	.57 (.04)	.68 (.12)	.58 (.05)	.50 (.04)	.44 (.05)
	BLANKS	**9**	3	2	4	6	3	4	1	1	3

Question 27 - Continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Video tapes	FREQ	**.05**	.10 (.02)	.06 (.02)	.02	.07 (.02)	.04	.02	.06 (.02)	.05 (.02)	.07 (.02)
	OCCA	**.34 (.02)**	.43 (.04)	.34 (.04)	.30 (.04)	.38 (.03)	.31 (.03)	.14 (.05)	.30 (.05)	.32 (.04)	.47 (.05)
	NEVER	**.60 (.02)**	.47 (.04)	.59 (.04)	.67 (.04)	.55 (.04)	.65 (.03)	.83 (.05)	.64 (.05)	.63 (.04)	.46 (.05)
	BLANKS	**15**	4	4	7	11	4	6	3	4	2
Simulations (e.g. patient management problems, pelvic models, simulated patients)	FREQ	**.09**	.12 (.02)	.11 (.03)	.05 (.02)	.08 (.02)	.09 (.02)	.01	.12 (.03)	.09 (.03)	.08 (.02)
	OCCA	**.33 (.03)**	.37 (.04)	.33 (.05)	.30 (.04)	.31 (.04)	.34 (.04)	.41 (.13)	.35 (.05)	.29 (.04)	.30 (.04)
	NEVER	**.59 (.03)**	.52 (.04)	.56 (.05)	.65 (.04)	.60 (.04)	.57 (.04)	.58 (.13)	.53 (.05)	.63 (.04)	.62 (.04)
	BLANKS	**20**	7	4	9	10	10	6	4	4	6
Assigned texts	FREQ	**.34 (.02)**	.37 (.04)	.33 (.04)	.35 (.04)	.36 (.04)	.32 (.03)	.08 (.02)	.27 (.04)	.40 (.05)	.46 (.05)
	OCCA	**.49 (.03)**	.49 (.04)	.51 (.05)	.46 (.04)	.46 (.04)	.52 (.04)	.53 (.13)	.54 (.05)	.46 (.05)	.44 (.05)
	NEVER	**.17 (.02)**	.14 (.03)	.16 (.04)	.19 (.03)	.18 (.03)	.16 (.03)	.40 (.13)	.19 (.04)	.14 (.03)	.10 (.03)
	BLANKS	**11**	4	3	4	6	5	5	1	1	4
Reading lists	FREQ	**.36 (.02)**	.36 (.04)	.38 (.04)	.33 (.03)	.41 (.04)	.32 (.03)	.09 (.07)	.30 (.05)	.41 (.04)	.49 (.05)
	OCCA	**.49 (.02)**	.50 (.04)	.45 (.04)	.53 (.04)	.48 (.04)	.50 (.04)	.45 (.06)	.56 (.05)	.46 (.05)	.43 (.05)
	NEVER	**.15**	.15 (.03)	.17 (.02)	.13 (.03)	.12 (.02)	.19 (.02)	.46 (.06)	.14 (.03)	.13 (.03)	.08 (.02)
	BLANKS	**10**	2	3	5	4	6	4	0	3	3
Handouts	FREQ	**.55 (.03)**	.55 (.04)	.61 (.05)	.48 (.04)	.57 (.04)	.53 (.04)	.51 (.12)	.53 (.05)	.52 (.04)	.62 (.04)
	OCCA	**.38 (.02)**	.42 (.04)	.31 (.04)	.46 (.04)	.38 (.04)	.38 (.03)	.22 (.07)	.45 (.05)	.39 (.04)	.34 (.04)
	NEVER	**.07**	.03	.09 (.03)	.07 (.02)	.05 (.02)	.09 (.03)	.28 (.12)	.02	.10 (.03)	.04 (.02)
	BLANKS	**4**	1	2	1	3	1	2	0	1	1

Question 27 - Continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Other	FREQ	**.14 (.03)**	.29 (.06)	.03 (.02)	.22 (.08)	.20 (.05)	.08 (.03)	.01	**.05 (.03)**	.14 (.06)	.29 (.08)
	OCCA	**.04 (.02)**	.10 (.05)	.03 (.03)	.02 (.02)	.03 (.02)	.05 (.03)	.00 (.03)	.02 (.02)	.12 (.06)	.00 (.06)
	NEVER	**.81 (.03)**	.62 (.07)	.93 (.04)	.76 (.08)	.75 (.05)	.87 (.04)	.92 (.01)	.92 (.03)	.74 (.09)	.71 (.08)
	BLANKS	**326**	125	82	119	176	150	26	80	109	111

Question 27: To what extent do you use the following educational resources in your teaching of undergraduate medical students?

Key: FREQ = I FREQUENTLY use this resource.
OCCA = I OCCASIONALLY use this resource.
NEVER = I NEVER use this resource.

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Slides	FREQ	**.51 (.02)**	.52 (.03)	.47 (.04)	.55 (.03)	.48 (.03)	.54 (.03)	.27 (.06)	.50 (.04)	.54 (.04)	.68 (.04)
	OCCA	**.32 (.02)**	.36 (.03)	.33 (.04)	.28 (.03)	.33 (.03)	.29 (.03)	.35 (.06)	.33 (.04)	.34 (.04)	.25 (.04)
	NEVER	**.18 (.02)**	.12 (.02)	.20 (.03)	.17 (.03)	.19 (.03)	.16 (.03)	.38 (.06)	.17 (.03)	.12 (.03)	.07 (.02)
	BLANKS	**14**	5	3	6	4	10	9	2	1	2
Audio tapes	FREQ	**.06**	.12 (.02)	.05 (.02)	.05	.07	.06	.05 (.03)	.05 (.02)	.06 (.02)	.09 (.02)
	OCCA	**.32 (.02)**	.38 (.03)	.36 (.04)	.25 (.03)	.33 (.03)	.30 (.03)	.19 (.05)	.35 (.04)	.38 (.04)	.33 (.04)
	NEVER	**.62 (.02)**	.50 (.04)	.59 (.04)	.69 (.03)	.60 (.03)	.64 (.03)	.76 (.05)	.60 (.04)	.56 (.04)	.58 (.04)
	BLANKS	**25**	9	5	11	8	17	10	6	5	4
Audio tapes/ slide packages	FREQ	**.05**	.10 (.02)	.05 (.02)	.05	.04	.08 (.02)	.02	.06 (.02)	.06 (.02)	.08 (.02)
	OCCA	**.23 (.02)**	.27 (.03)	.26 (.04)	.19 (.03)	.24 (.03)	.22 (.03)	.16 (.05)	.26 (.04)	.24 (.04)	.23 (.04)
	NEVER	**.72 (.02)**	.64 (.04)	.70 (.04)	.76 (.03)	.73 (.03)	.70 (.03)	.82 (.05)	.69 (.04)	.70 (.04)	.69 (.04)
	BLANKS	**27**	8	7	12	9	18	11	4	9	3
Overhead trans- parencies	FREQ	**.05**	.06 (.02)	.04	.06	.07	.03	.02	.08 (.02)	.05 (.02)	.05 (.02)
	OCCA	**.31 (.02)**	.34 (.03)	.33 (.04)	.28 (.03)	.30 (.03)	.33 (.03)	.21 (.06)	.36 (.04)	.29 (.04)	.34 (.04)
	NEVER	**.64 (.02)**	.60 (.04)	.63 (.04)	.66 (.03)	.63 (.03)	.64 (.03)	.77 (.06)	.56 (.04)	.66 (.04)	.62 (.04)
	BLANKS	**26**	8	7	11	10	16	11	3	9	3
Motion picture films	FREQ	**.05**	.10 (.02)	.04	.05	.05	.06	.01	.03	.07 (.02)	.10 (.02)
	OCCA	**.48 (.02)**	.57 (.04)	.46 (.04)	.47 (.04)	.48 (.03)	.49 (.03)	.31 (.06)	.50 (.04)	.47 (.05)	.61 (.04)
	NEVER	**.47 (.02)**	.33 (.03)	.50 (.04)	.48 (.03)	.48 (.03)	.45 (.03)	.68 (.06)	.48 (.04)	.46 (.05)	.29 (.04)
	BLANKS	**24**	7	7	10	9	15	11	3	7	3

Question 27 - Continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Video tapes	FREQ	.13	.17 (.03)	.17 (.03)	.08 (.02)	.14 (.02)	.12 (.02)	.09 (.03)	.13 (.03)	.16 (.03)	.13 (.03)
	OCCA	.35 (.02)	.42 (.04)	.34 (.04)	.34 (.03)	.35 (.03)	.36 (.03)	.33 (.06)	.36 (.04)	.34 (.04)	.37 (.04)
	NEVER	.52 (.02)	.41 (.04)	.49 (.04)	.58 (.03)	.51 (.03)	.52 (.03)	.57 (.06)	.51 (.04)	.49 (.04)	.50 (.04)
	BLANKS	32	9	7	16	12	20	9	5	11	7
Simulations (e.g. patient management problems, pelvic models, simulated patients)	FREQ	.15 (.02)	.19 (.03)	.14 (.03)	.15 (.03)	.13 (.02)	.17 (.03)	.19 (.06)	.18 (.03)	.14 (.03)	.09 (.02)
	OCCA	.30 (.02)	.36 (.04)	.33 (.04)	.24 (.03)	.31 (.03)	.29 (.03)	.32 (.05)	.27 (.04)	.27 (.04)	.35 (.04)
	NEVER	.55 (.02)	.45 (.04)	.53 (.04)	.61 (.04)	.56 (.03)	.54 (.03)	.50 (.05)	.55 (.04)	.60 (.05)	.56 (.04)
	BLANKS	41	11	9	21	13	28	12	10	12	7
Assigned texts	FREQ	.37 (.02)	.39 (.03)	.36 (.04)	.37 (.03)	.35 (.03)	.40 (.03)	.17 (.04)	.38 (.04)	.43 (.04)	.46 (.04)
	OCCA	.43 (.02)	.42 (.04)	.43 (.04)	.43 (.04)	.40 (.03)	.46 (.03)	.50 (.05)	.41 (.04)	.37 (.04)	.45 (.04)
	NEVER	.20 (.02)	.19 (.03)	.20 (.03)	.21 (.03)	.25 (.03)	.15 (.02)	.33 (.05)	.21 (.03)	.20 (.04)	.09 (.02)
	BLANKS	21	6	5	10	9	12	9	1	6	5
Reading lists	FREQ	.36 (.02)	.37 (.03)	.35 (.04)	.38 (.03)	.33 (.03)	.41 (.03)	.19 (.05)	.41 (.04)	.33 (.04)	.47 (.04)
	OCCA	.41 (.02)	.43 (.04)	.38 (.04)	.42 (.04)	.40 (.03)	.41 (.03)	.48 (.06)	.40 (.04)	.42 (.05)	.34 (.04)
	NEVER	.23 (.02)	.20 (.03)	.26 (.04)	.20 (.03)	.27 (.03)	.18 (.03)	.33 (.06)	.19 (.03)	.25 (.04)	.19 (.03)
	BLANKS	22	5	6	11	8	14	9	2	7	4
Handouts	FREQ	.47 (.02)	.46 (.04)	.50 (.04)	.45 (.04)	.43 (.03)	.53 (.04)	.43 (.07)	.49 (.04)	.43 (.04)	.52 (.04)
	OCCA	.40 (.02)	.40 (.04)	.37 (.04)	.42 (.04)	.43 (.03)	.36 (.03)	.41 (.07)	.39 (.04)	.39 (.04)	.41 (.04)
	NEVER	.13	.14 (.03)	.12 (.02)	.13 (.02)	.14 (.02)	.11 (.02)	.16 (.04)	.12 (.03)	.18 (.04)	.08 (.02)
	BLANKS	20	5	5	10	7	13	7	4	5	4

Question 27 - Continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Other	FREQ	**.19 (.02)**	.18 (.06)	.12 (.05)	.27 (.06)	.13 (.04)	.27 (.06)	.19 (.08)	.17 (.06)	.25 (.07)	.17 (.08)
	OCCA	**.03**	.02 (.02)	.00 (.02)	.05 (.03)	.05 (.03)	.00 (.03)	.00 (.03)	.03 (.02)	.00 (.02)	.06 (.05)
	NEVER	**.78 (.02)**	.80 (.06)	.88 (.05)	.68	.82 (.05	.73 (.06)	.81 (.08)	.80 (.06)	.75 (.07)	.77 (.08)
	BLANKS	**399**	133	109	157	204	195	56	112	110	121

Question 27: To what extent do you use the following educational resources in your teaching of undergraduate medical students?

Key: FREQ = I FREQUENTLY use this resource.
OCCA = I OCCASIONALLY use this resource.
NEVER = I NEVER use this resource.

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Slides	FREQ	.68	.67 (.02)	.69 (.03)	.67 (.02)	.69 (.02)	.66 (.02)	.53 (.05)	.67 (.03)	.71 (.02)	.70 (.03)
	OCCA	.24	.27 (.02)	.25 (.02)	.23 (.02)	.24 (.02)	.25 (.02)	.23 (.05)	.25 (.03)	.23 (.02)	.25 (.02)
	NEVER	.08	.06	.07	.11	.08	.08	.23 (.05)	.08 (.02)	.06	.04
	BLANKS	15	5	4	6	4	11	5	4	3	3
Audio tapes	FREQ	.05	.08	.06	.04	.05	.06	.08 (.03)	.03	.04	.08
	OCCA	.23	.27 (.02)	.25 (.02)	.18 (.02)	.25 (.02)	.21 (.02)	.13 (.03)	.21 (.03)	.24 (.02)	.28 (.03)
	NEVER	.72	.65 (.02)	.69 (.03)	.78 (.02)	.70 (.02)	.74 (.02)	.79 (.04)	.76 (.03)	.72 (.02)	.64 (.03)
	BLANKS	45	18	12	15	18	27	8	10	8	19
Audio tapes/ slide packages	FREQ	.05	.08	.04	.03	.05	.05	.04 (.02)	.02	.05	.07
	OCCA	.24	.33 (.02)	.27 (.02)	.15 (.02)	.25 (.02)	.22 (.02)	.12 (.03)	.24 (.03)	.27 (.02)	.24 (.02)
	NEVER	.72	.59 (.02)	.69 (.03)	.81 (.02)	.71 (.02)	.73 (.02)	.84 (.03)	.74 (.03)	.68 (.02)	.69 (.03)
	BLANKS	44	17	11	16	20	24	8	11	6	19
Overhead transparencies	FREQ	.18	.25 (.02)	.20 (.02)	.12 (.02)	.24 (.02)	.10	.14 (.04)	.15 (.02)	.21 (.02)	.20 (.02)
	OCCA	.34	.35 (.02)	.34 (.03)	.34 (.03)	.32 (.02)	.37 (.02)	.35 (.06)	.36 (.03)	.33 (.03)	.33 (.03)
	NEVER	.48	.41 (.02)	.46 (.03)	.54 (.03)	.44 (.02)	.53 (.02)	.51 (.06)	.49 (.03)	.46 (.03)	.47 (.03)
	BLANKS	36	13	10	13	14	22	8	9	4	15
Motion picture films	FREQ	.06	.10	.07	.04	.07	.05	.03 (.02)	.06	.03	.10 (.02)
	OCCA	.46	.50 (.02)	.48 (.03)	.41 (.02)	.47 (.02)	.44 (.02)	.23 (.04)	.41 (.03)	.53 (.03)	.51 (.03)
	NEVER	.48	.40 (.02)	.46 (.03)	.54 (.02)	.46 (.02)	.51 (.02)	.74 (.04)	.52 (.03)	.44 (.03)	.39 (.03)
	BLANKS	32	12	10	10	13	19	7	10	2	13

Question 27 - Continued

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Video tapes	FREQ	.05	.06	.06	.05	.05	.06	.10 (.03)	.03	.05	.07
	OCCA	.28	.33 (.02)	.31 (.03)	.22 (.02)	.30 (.02)	.26 (.0[illegible])	.14 (.03)	.30 (.03)	.30 (.02)	.30 (.03)
	NEVER	.66	.61 (.02)	.63 (.03)	.73 (.02)	.65 (.02)	.68 (.02)	.77 (.04)	.68 (.03)	.65 (.03)	.63 (.03)
	BLANKS	44	19	14	11	18	26	9	14	5	16
Simulations (e.g. patient management problems, pelvic models, simulated patients)	FREQ	.05	.06	.05	.04	.05	.05	.06 (.03)	.05	.05	.05
	OCCA	.13	.15 (.02)	.16 (.02)	.10	.13	.14 (.02)	.15 (.04)	.12 (.02)	.13 (.02)	.14 (.02)
	NEVER	.82	.79 (.02)	.79 (.02)	.86 (.02)	.82 (.02)	.81 (.02)	.79 (.05)	.83 (.02)	.82 (.02)	.81 (.02)
	BLANKS	81	30	23	28	41	40	12	20	20	29
Assigned texts	FREQ	.61	.67 (.02)	.60 (.03)	.58 (.03)	.62 (.02)	.60 (.02)	.34 (.05)	.61 (.03)	.64 (.03)	.66 (.03)
	OCCA	.31	.27 (.02)	.34 (.03)	.30 (.02)	.29 (.02)	.33 (.02)	.40 (.05)	.31 (.03)	.31 (.02)	.28 (.03)
	NEVER	.08	.06	.06	.12 (.02)	.09	.07	.26 (.05)	.08 (.02)	.04	.06
	BLANKS	30	14	10	6	13	17	7	11	2	10
Reading lists	FREQ	.44	.41 (.02)	.43 (.03)	.46 (.03)	.43 (.02)	.45 (.02)	.33 (.06)	.40 (.03)	.48 (.03)	.47 (.03)
	OCCA	.42	.46 (.02)	.45 (.03)	.38 (.03)	.42 (.02)	.42 (.02)	.38 (.06)	.46 (.03)	.39 (.03)	.42 (.03)
	NEVER	.14	.13	.12 (.02)	.16 (.02)	.14 (	.13	.29 (.05)	.14 (.02)	.12 (.02)	.10 (.02)
	BLANKS	28	11	10	7	13	15	7	6	4	11
Handouts	FREQ	.75	.81 (.02)	.72 (.02)	.75 (.02)	.78 (.02)	.71 (.02)	.46 (.06)	.74 (.03)	.77 (.02)	.83 (.02)
	OCCA	.20	.16 (.02)	.23 (.02)	.18 (.02)	.17	.24 (.02)	.35 (.05)	.21 (.03)	.20 (.02)	.14 (.02)
	NEVER	.05	.04	.04	.07	.06	.05	.19 (.04)	.05	.03	.03
	BLANKS	19	6	7	6	6	13	6	4	1	8

Question 27 - Continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Other	FREQ	**.18 (.03)**	.15 (.04)	.16 (.05)	.21 (.05)	.18 (.04)	.17 (.04)	.12 (.06)	.13 (.05)	.17 (.05)	.24 (.06)
	OCCA	**.07 (.02)**	.08 (.03)	.09 (.04)	.05 (.02)	.10 (.03)	.04 (.02)	.08 (.04)	.05 (.03)	.08 (.04)	.08 (.05)
	NEVER	**.75 (.03)**	.77 (.05)	.75 (.06)	.74 (.05)	.72 (.04)	.79 (.05)	.80 (.07)	.82 (.05)	.75 (.05)	.67 (.07)
	BLANKS	**718**	259	202	257	371	347	56	138	233	241

Question 28: How often do you seek assistance/advice on instructional issues and problems from the sources listed below?

Key: FREQ = I FREQUENTLY turn to this source.
OCCA = I OCCASIONALLY turn to this source.
NEVER = I NEVER turn to this source.

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Faculty colleagues within my department	FREQ	.42	.44 (.02)	.42 (.02)	.41 (.02)	.41 (.02)	.43 (.02)	.50 (.04)	.45 (.02)	.36 (.02)	.39 (.02)
	OCCA	.51	.50 (.02)	.51 (.02)	.51 (.02)	.53 (.02)	.49 (.02)	.38 (.04)	.51 (.02)	.56 (.02)	.54 (.02)
	NEVER	.07	.06	.07	.08	.06	.08	.12 (.03)	.04	.08	.07
	BLANKS	22	6	7	9	9	13	9	3	2	8
Faculty colleagues outside my department	FREQ	.12	.13	.14	.10	.12	.12	.10 (.02)	.13 (.02)	.13	.11
	OCCA	.62	.62 (.02)	.65 (.02)	.59 (.02)	.61 (.02)	.63 (.02)	.57 (.04)	.59 (.02)	.64 (.02)	.66 (.02)
	NEVER	.26	.26	.21 (.02)	.32 (.02)	.27	.25	.33 (.04)	.28 (.02)	.24 (.02)	.23 (.02)
	BLANKS	52	19	14	19	27	25	16	12	12	12
Department Chairperson(s)	FREQ	.14	.17	.13	.14	.15	.14	.13	.17	.13	.13
	OCCA	.47	.46 (.02)	.49 (.02)	.45 (.02)	.45 (.02)	.50 (.02)	.45 (.04)	.45 (.02)	.52 (.02)	.47 (.02)
	NEVER	.38	.36 (.02)	.37 (.02)	.41 (.02)	.40 (.02)	.37 (.02)	.42 (.04)	.38 (.02)	.35 (.02)	.40 (.02)
	BLANKS	71	23	16	32	34	37	13	11	10	37
Educational Specialist(s)	FREQ	.04	.06	.06	.02	.05	.04	.02	.04	.06	.04
	OCCA	.24	.30 (.02)	.26 (.02)	.17	.24	.23 (.02)	.19 (.03)	.19 (.02)	.28 (.02)	.28 (.02)
	NEVER	.72	.63 (.02)	.68 (.02)	.81	.71	.73 (.02)	.79 (.03)	.77 (.02)	.66 (.02)	.68 (.02)
	BLANKS	66	19	18	29	31	35	16	19	13	18
Assistant/ Associate Dean for Education/ Academic Affairs	FREQ	.01	.02	.01	.01	.01	.02	.00	.02	.02	.01
	OCCA	.11	.12	.10	.11	.10	.12	.02	.09	.12	.16
	NEVER	.88	.86	.89	.88	.89	.87	.98	.90	.87	.82 (.02)

Question 28 - Continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	BLANKS	79	24	20	35	38	41	20	21	18	20
Current students	FREQ	.27	.31 (.02)	.29 (.02)	.23	.29	.25 (.02)	.19 (.04)	.25 (.02)	.30 (.02)	.32 (.02)
	OCCA	.56	.53 (.02)	.57 (.02)	.56 (.02)	.54 (.02)	.59 (.02)	.52 (.05)	.59 (.02)	.54 (.02)	.57 (.02)
	NEVER	.17	.16	.14	.21	.17	.16	.30 (.04)	.17 (.02)	.16	.11
	BLANKS	50	17	11	22	22	28	15	13	9	13
Former students	FREQ	.17	.20	.18	.15	.19	.15	.10 (.02)	.18 (.02)	.19 (.02)	.19 (.02)
	OCCA	.56	.55 (.02)	.56 (.02)	.56 (.02)	.54 (.02)	.58 (.02)	.51 (.04)	.53 (.02)	.58 (.02)	.60 (.02)
	NEVER	.27	.25	.26 (.02)	.29 (.02)	.27	.27 (.02)	.39 (.04)	.29 (.02)	.24 (.02)	.21 (.02)
	BLANKS	52	18	11	23	24	28	14	14	10	14
The literature	FREQ	.33	.31 (.02)	.36 (.02)	.30 (.02)	.30	.36 (.02)	.34 (.04)	.34 (.02)	.31 (.02)	.33 (.02)
	OCCA	.40	.44 (.02)	.37 (.02)	.42 (.02)	.42 (.02)	.38 (.02)	.33 (.04)	.38 (.02)	.41 (.02)	.46 (.02)
	NEVER	.27	.25	.26 (.02)	.28 (.02)	.28	.26 (.02)	.33 (.04)	.28 (.02)	.28 (.02)	.21 (.02)
	BLANKS	84	30	20	34	44	40	17	16	22	29

Question 28: How often do you seek assistance/advice on instructional issues and problems from the sources listed below?

Key: FREQ = I FREQUENTLY turn to this source.
OCCA = I OCCASIONALLY turn to this source.
NEVER = I NEVER turn to this source.

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Faculty colleagues within my department	FREQ	.39 (.03)	.37 (.04)	.40 (.05)	.38 (.04)	.38 (.04)	.40 (.04)	.39 (.12)	.41 (.05)	.35 (.04)	.40 (.05)
	OCCA	.51 (.03)	.54 (.04)	.48 (.04)	.51 (.04)	.52 (.04)	.49 (.04)	.27 (.07)	.54 (.05)	.53 (.05)	.52 (.05)
	NEVER	.11 (.02)	.09 (.02)	.11 (.03)	.10 (.03)	.10 (.02)	.11 (.03)	.34 (.13)	.05 (.02)	.12 (.03)	.08 (.02)
	BLANKS	5	1	3	1	3	2	2	0	0	3
Faculty colleagues outside my department	FREQ	.14 (.02)	.14 (.03)	.16 (.03)	.12 (.02)	.13 (.02)	.15 (.03)	.07 (.02)	.13 (.03)	.18 (.03)	.14 (.03)
	OCCA	.58 (.03)	.64 (.04)	.61 (.05)	.52 (.04)	.59 (.04)	.57 (.04)	.46 (.13)	.60 (.05)	.57 (.05)	.60 (.05)
	NEVER	.28 (.02)	.22 (.03)	.24 (.04)	.36 (.04)	.28 (.03)	.28 (.04)	.47 (.13)	.27 (.04)	.25 (.04)	.25 (.04)
	BLANKS	9	5	3	1	6	3	3	1	2	3
Department Chairperson(s)	FREQ	.12	.12 (.03)	.14 (.03)	.09 (.02)	.14 (.02)	.10 (.02)	.03	.11 (.03)	.14 (.03)	.15 (.03)
	OCCA	.41 (.03)	.41 (.04)	.41 (.05)	.40 (.04)	.38 (.04)	.43 (.04)	.34 (.12)	.42 (.05)	.41 (.04)	.41 (.05)
	NEVER	.47 (.03)	.47 (.04)	.45 (.05)	.50 (.04)	.48 (.04)	.47 (.04)	.64 (.12)	.47 (.05)	.45 (.05)	.44 (.05)
	BLANKS	10	5	3	2	3	7	3	0	1	6
Educational Specialist(s)	FREQ	.07	.05	.11 (.03)	.04	.09 (.02)	.05	.04 (.02)	.07 (.03)	.10 (.03)	.06 (.02)
	OCCA	.25 (.02)	.37 (.04)	.28 (.04)	.15 (.03)	.27 (.03)	.23 (.03)	.28 (.11)	.20 (.04)	.28 (.04)	.26 (.04)
	NEVER	.68 (.02)	.58 (.04)	.61 (.05)	.82 (.03)	.64 (.03)	.72 (.04)	.68 (.12)	.73 (.04)	.62 (.04)	.68 (.04)
	BLANKS	6	1	2	3	2	4	2	1	1	2
Assistant/ Associate Dean for Education/ Academic Affairs	FREQ	.01	.01	.01	.02	.01	.02	.00	.00	.03 (.02)	.02
	OCCA	.10	.10 (.02)	.08 (.02)	.13 (.03)	.11 (.02)	.09 (.02)	.00 (.02)	.09 (.02)	.10 (.02)	.15 (.03)
	NEVER	.88	.89 (.02)	.91 (.02)	.85 (.03)	.8[illegible] (.02)	.89 (.02)	1.00	.91 (.02)	.86 (.03)	.83 (.04)

Question 28 - Continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	BLANKS	**14**	4	6	4	6	8	3	2	3	6
Current students	FREQ	**.29 (.02)**	.38 (.04)	.27 (.04)	.26 (.03)	.34 (.03)	.24 (.03)	.12 (.02)	.27 (.04)	.32 (.04)	.34 (.04)
	OCCA	**.55 (.03)**	.50 (.04)	.57 (.05)	.54 (.04)	.54 (.04)	.56 (.04)	.53 (.12)	.56 (.05)	.53 (.04)	.57 (.05)
	NEVER	**.16 (.02)**	.12 (.02)	.15 (.04)	.19 (.03)	.13 (.02)	.20 (.03)	.35 (.12)	.18 (.04)	.15 (.03)	.09 (.03)
	BLANKS	**11**	4	4	3	3	8	3	0	2	6
Former students	FREQ	**.18 (.02)**	.27 (.03)	.17 (.03)	.17 (.03)	.21 (.03)	.15 (.02)	.09 (.03)	.19 (.04)	.20 (.04)	.19 (.04)
	OCCA	**.52 (.03)**	.50 (.04)	.51 (.05)	.55 (.04)	.54 (.04)	.51 (.04)	.50 (.12)	.46 (.05)	.53 (.05)	.60 (.05)
	NEVER	**.29 (.03)**	.23 (.03)	.32 (.05)	.28 (.04)	.25 (.03)	.34 (.04)	.41 (.12)	.35 (.05)	.27 (.04)	.21 (.04)
	BLANKS	**7**	2	4	1	3	4	2	1	1	3
The literature	FREQ	**.34 (.03)**	.37 (.04)	.38 (.05)	.27 (.04)	.32 (.04)	.35 (.04)	.30 (.12)	.31 (.05)	.31 (.04)	.40 (.04)
	OCCA	**.39 (.02)**	.46 (.04)	.35 (.04)	.40 (.04)	.41 (.04)	.36 (.03)	.32 (.08)	.39 (.05)	.40 (.04)	.40 (.05)
	NEVER	**.27 (.02)**	.17 (.03)	.28 (.04)	.32 (.04)	.27 (.03)	.28 (.04)	.38 (.13)	.30 (.05)	.29 (.04)	.20 (.04)
	BLANKS	**12**	5	3	4	7	5	3	3	1	5

Question 28: How often do you seek assistance/advice on instructional issues and problems from the sources listed below?

Key:
FREQ = I FREQUENTLY turn to this source.
OCCA = I OCCASIONALLY turn to this source.
NEVER = I NEVER turn to this source.

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Faculty colleagues within my department	FREQ	.38 (.02)	.46 (.03)	.36 (.04)	.38 (.03)	.36 (.03)	.42 (.03)	.52 (.06)	.43 (.04)	.27 (.04)	.31 (.04)
	OCCA	.55 (.02)	.48 (.03)	.58 (.04)	.54 (.03)	.59 (.03)	.50 (.03)	.40 (.06)	.52 (.04)	.65 (.04)	.62 (.04)
	NEVER	.07	.05	.06	.08 (.02)	.05	.09 (.02)	.08 (.03)	.05	.08 (.02)	.07 (.02)
	BLANKS	6	0	2	4	3	3	2	0	2	2
Faculty colleagues outside my department	FREQ	.08	.11 (.02)	.10 (.02)	.06 (.02)	.07	.10 (.02)	.11 (.03)	.12 (.03)	.05 (.02)	.05
	OCCA	.65 (.02)	.58 (.04)	.71 (.03)	.62 (.03)	.63 (.03)	.67 (.03)	.60 (.05)	.58 (.04)	.70 (.04)	.74 (.04)
	NEVER	.27 (.02)	.31 (.03)	.19 (.03)	.32 (.03)	.29 (.03)	.23 (.03)	.29 (.05)	.30 (.04)	.25 (.04)	.21 (.03)
	BLANKS	14	3	4	7	7	7	5	3	4	2
Department Chairperson(s)	FREQ	.14	.20 (.03)	.11 (.03)	.14 (.03)	.14 (.02)	.14 (.02)	.13 (.04)	.19 (.03)	.10 (.02)	.11 (.02)
	OCCA	.48 (.02)	.44 (.04)	.53 (.04)	.45 (.03)	.46 (.03)	.50 (.03)	.45 (.06)	.43 (.04)	.56 (.05)	.50 (.04)
	NEVER	.38 (.02)	.36 (.03)	.36 (.04)	.41 (.03)	.40 (.03)	.36 (.03)	.42 (.06)	.38 (.04)	.34 (.04)	.39 (.04)
	BLANKS	23	4	5	14	9	14	5	3	7	8
Educational Specialist(s)	FREQ	.03	.09 (.02)	.03	.01	.02	.04	.01	.02	.05 (.02)	.03
	OCCA	.24 (.02)	.26 (.03)	.27 (.03)	.21 (.03)	.20 (.02)	.29 (.03)	.17 (.04)	.20 (.03)	.28 (.04)	.31 (.04)
	NEVER	.73 (.02)	.65 (.03)	.71 (.04)	.79 (.03)	.78 (.02)	.67 (.03)	.82 (.04)	.77 (.04)	.66 (.04)	.67 (.04)
	BLANKS	23	4	7	12	10	13	6	5	8	4
Assistant/ Associate Dean for Education/ Academic Affairs	FREQ	.01	.03	.01	.01	.01	.02	.00	.03	.00	.01
	OCCA	.11	.14 (.02)	.10 (.02)	.11 (.02)	.08	.14 (.02)	.01	.10 (.02)	.14 (.03)	.17 (.03)
	NEVER	.88	.83 (.03)	.89 (.02)	.88 (.02)	.91	.85 (.02)	.99	.88 (.03)	.86 (.03)	.81 (.03)

Question 28 - Continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	BLANKS	24	4	6	14	9	15	8	5	9	2
Current students	FREQ	.26 (.02)	.27 (.03)	.32 (.04)	.21 (.03)	.28 (.03)	.25 (.03)	.23 (.06)	.24 (.04)	.29 (.04)	.31 (.04)
	OCCA	.55 (.02)	.52 (.04)	.55 (.04)	.57 (.04)	.51 (.03)	.60 (.03)	.47 (.07)	.60 (.04)	.53 (.04)	.58 (.04)
	NEVER	.18 (.02)	.21 (.03)	.13 (.02)	.23 (.03)	.21 (.02)	.15 (.02)	.31 (.05)	.16 (.03)	.18 (.03)	.11 (.03)
	BLANKS	14	5	1	8	6	8	4	3	4	3
Former students	FREQ	.15	.18 (.03)	.18 (.03)	.12 (.02)	.17 (.02)	.13 (.02)	.10 (.03)	.17 (.03)	.16 (.03)	.16 (.03)
	OCCA	.53 (.02)	.51 (.04)	.53 (.04)	.54 (.04)	.49 (.03)	.58 (.03)	.45 (.06)	.51 (.04)	.55 (.04)	.60 (.04)
	NEVER	.32 (.02)	.31 (.03)	.29 (.04)	.34 (.03)	.34 (.03)	.29 (.03)	.45 (.06)	.31 (.04)	.29 (.04)	.24 (.04)
	BLANKS	17	4	4	9	8	9	4	3	7	3
The literature	FREQ	.32 (.02)	.27 (.03)	.38 (.04)	.27 (.03)	.27 (.03)	.37 (.03)	.34 (.06)	.36 (.04)	.30 (.04)	.25 (.04)
	OCCA	.44 (.02)	.46 (.04)	.38 (.04)	.50 (.04)	.45 (.03)	.44 (.03)	.34 (.06)	.40 (.04)	.43 (.04)	.59 (.04)
	NEVER	.24 (.02)	.27 (.03)	.24 (.04)	.23 (.03)	.28 (.03)	.19 (.03)	.32 (.06)	.24 (.04)	.27 (.04)	.16 (.03)
	BLANKS	32	9	8	15	17	15	7	4	11	10

Question 28: How often do you seek assistance/advice on instructional issues and problems from the sources listed below?

Key: FREQ = I FREQUENTLY turn to this source.
OCCA = I OCCASIONALLY turn to this source.
NEVER = I NEVER turn to this source.

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Faculty colleagues within my department	FREQ	.48	.47 (.02)	.50 (.03)	.47 (.03)	.49 (.02)	.47 (.02)	.56 (.06)	.49 (.03)	.45 (.03)	.47 (.03)
	OCCA	.47	.49 (.02)	.45 (.03)	.49 (.03)	.46 (.02)	.48 (.02)	.39 (.06)	.48 (.03)	.50 (.03)	.47 (.03)
	NEVER	.04	.03	.05	.05	.04	.05	.05 (.02)	.02	.05	.06
	BLANKS	10	4	2	4	3	7	5	3	0	2
Faculty colleagues outside my department	FREQ	.14	.13 (.02)	.17 (.02)	.12 (.02)	.16 (.02)	.12	.14 (.04)	.14 (.02)	.14 (.02)	.15 (.02)
	OCCA	.62	.64 (.02)	.61 (.03)	.62 (.03)	.60 (.02)	.64 (.02)	.53 (.06)	.61 (.03)	.65 (.03)	.63 (.03)
	NEVER	.24	.24 (.02)	.23 (.02)	.26 (.02)	.24 (.02)	.24 (.02)	.34 (.06)	.25 (.03)	.21 (.02)	.22 (.02)
	BLANKS	27	10	6	11	14	13	7	8	6	6
Department Chairperson(s)	FREQ	.18	.19 (.02)	.16 (.02)	.20 (.02)	.17 (.02)	.19 (.02)	.23 (.05)	.20 (.03)	.16 (.02)	.15 (.02)
	OCCA	.53 (.02)	.52 (.02)	.54 (.03)	.52 (.03)	.52 (.02)	.54 (.02)	.54 (.06)	.50 (.03)	.60 (.03)	.49 (.03)
	NEVER	.29	.29 (.02)	.30 (.03)	.29 (.02)	.31 (.02)	.27 (.02)	.22 (.05)	.29 (.03)	.24 (.02)	.36 (.03)
	BLANKS	36	13	8	15	21	15	4	8	2	22
Educational Specialist(s)	FREQ	.03	.04	.04	.01	.03	.02	.02	.03	.02	.03
	OCCA	.22	.29 (.02)	.25 (.02)	.15 (.02)	.25 (.02)	.19 (.02)	.16 (.02)	.16 (.02)	.26 (.02)	.28 (.03)
	NEVER	.75	.67 (.02)	.71 (.02)	.84 (.02)	.72 (.02)	.79 (.02)	.82 (.04)	.82 (.02)	.72 (.02)	.69 (.03)
	BLANKS	35	13	8	14	19	16	7	13	4	11
Assistant/ Associate Dean for Education/ Academic Affairs	FREQ	.01	.01	.01	.02	.01	.01	.02	.02	.01	.01
	OCCA	.11	.12	.13 (.02)	.09	.11	.12	.05 (.02)	.06	.12 (.02)	.17 (.02)
	NEVER	.87	.87 (.02)	.86 (.02)	.89	.88	.87	.93 (.02)	.91 (.02)	.87 (.02)	.82 (.02)

Question 28 - Continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	BLANKS	**39**	15	7	17	23	16	8	14	6	11
Current students	FREQ	**.26**	.28 (.02)	.26 (.02)	.25 (.02)	.26 (.02)	.26 (.02)	.12 (.03)	.23 (.03)	.28 (.02)	.31 (.03)
	OCCA	**.58**	.58 (.02)	.60 (.03)	.56 (.03)	.57 (.02)	.59 (.02)	.62 (.06)	.60 (.03)	.57 (.03)	.56 (.03)
	NEVER	**.16**	.14 (.02)	.14 (.02)	.19 (.02)	.17 (.02)	.15 (.02)	.27 (.05)	.17 (.02)	.15 (.02)	.13 (.02)
	BLANKS	**23**	7	5	11	13	10	7	10	3	3
Former students	FREQ	**.19**	.19 (.02)	.20 (.02)	.19 (.02)	.21 (.02)	.18 (.02)	.09 (.03)	.17 (.02)	.21 (.02)	.23 (.02)
	OCCA	**.61**	.62 (.02)	.62 (.03)	.59 (.03)	.58 (.02)	.65 (102)	.61 (.05)	.62 (.03)	.63 (.02)	.59 (.03)
	NEVER	**.20**	.20 (.02)	.18 (.02)	.22 (.02)	.21 (.02)	.18 (.02)	.30 (.05)	.21 (.03)	.16 (.02)	.19 (.02)
	BLANKS	**27**	11	3	13	13	14	8	10	2	7
The literature	FREQ	**.34**	.28 (.02)	.33 (.03)	.37 (.03)	.32 (.02)	.35 (.02)	.35 (.06)	.35 (.03)	.31 (.02)	.34 (.03)
	OCCA	**.36**	.41 (.02)	.39 (.03)	.30 (.02)	.38 (.02)	.33 (.02)	.27 (.05)	.32 (.03)	.41 (.03)	.38 (.03)
	NEVER	**.31**	.31 (.02)	.28 (.03)	.34 (.02)	.30 (.02)	.32 (.02)	.39 (.06)	.33 (.03)	.28 (.02)	.28 (.03)
	BLANKS	**38**	15	8	15	20	18	6	9	10	13

PROGRAM PARTICIPATION

QUESTION 29

Question 29: If the following programs were available at your school, in which would you probably participate?

Key: PROB = I would PROBABLY participate.
PROB NOT = I would PROBABLY NOT participate.
UNDECIDED = I am UNDECIDED.

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
A clearinghouse to share written materials and information on teaching	PROB	.55	.56 (.02)	.55 (.02)	.55 (.02)	.53 (.02)	.57 (.02)	.55 (.04)	.55 (.02)	.58 (.02)	.51 (.02)
	PROB NOT	.25	.25	.25 (.02)	.25 (.02)	.28	.22	.26 (.04)	.24 (.02)	.25 (.02)	.27 (.02)
	UNDECIDED	.20	.19	.20 (.02)	.20	.19	.21	.19 (.03)	.21 (.02)	.17 (.02)	.22 (.02)
	BLANKS	19	2	4	13	9	10	9	0	6	4
Conferences for staff members to share teaching experiences and results	PROB	.62	.59 (.02)	.63 (.02)	.62 (.02)	.59 (.02)	.66 (.02)	.68 (.04)	.63 (.02)	.62 (.02)	.59 (.02)
	PROB NOT	.25	.27	.25 (.02)	.25 (.02)	.28	.22	.19 (.03)	.25 (.02)	.24 (.02)	.30 (.02)
	UNDECIDED	.13	.14	.12	.12	.13	.12	.13 (.03)	.12	.14	.11
	BLANKS	28	6	6	16	17	11	7	4	4	13
Collaborative research on teaching and learning	PROB	.39	.44 (.02)	.36 (.02)	.41 (.02)	.39 (.02)	.40 (.02)	.39 (.04)	.40 (.02)	.41 (.02)	.37 (.02)
	PROB NOT	.41	.40 (.02)	.41 (.02)	.42 (.02)	.42 (.02)	.40 (.02)	.31 (.04)	.42 (.02)	.40 (.02)	.45 (.02)
	UNDECIDED	.20	.16	.23 (.02)	.17	.19	.20	.29 (.04)	.18 (.02)	.19 (.02)	.17 (.02)
	BLANKS	38	9	9	20	19	19	9	8	9	12
Observation and critique of my teaching by my peers	PROB	.79	.76	.80 (.02)	.79 (.02)	.80	.77	.75 (.04)	.80 (.02)	.84	.76 (.02)
	PROB NOT	.11	.13	.11	.11	.11	.12	.10 (.03)	.12	.10	.13
	UNDECIDED	.10	.11	.09	.10	.09	.10	.15 (.03)	.08	.06	.11
	BLANKS	33	9	7	17	14	19	11	6	5	11
Critique of my teaching by my students	PROB	.88	.86	.89	.87	.89	.86	.83 (.03)	.88	.89	.88
	PROB NOT	.06	.07	.06	.06	.05	.07	.06 (.02)	.06	.04	.08
	UNDECIDED	.06	.06	.05	.08	.06	.07	.11 (.02)	.06	.07	.04
	BLANKS	42	14	8	20	22	20	8	9	13	12

Question 29 - Continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
A program of self-assessment of my teaching (materials and confidential feedback provided)	PROB	.72	.74	.74 (.02)	.70 (.02)	.73	.72 (.02)	.69 (.04)	.76 (.02)	.75 (.02)	.68 (.02)
	PROB NOT	.15	.13	.15	.16	.17	.13	.15 (.03)	.13	.12	.20 (.02)
	UNDECIDED	.12	.12	.11	.14	.11	.14	.15 (.03)	.12	.13	.12
	BLANKS	34	9	9	16	15	19	8	9	5	12
Observation of master teachers (live or via video tapes)	PROB	.58	.58 (.02)	.58 (.02)	.58 (.02)	.58 (.02)	.58 (.02)	.59 (.04)	.63 (.02)	.57 (.02)	.52 (.02)
	PROB NOT	.26	.25	.26 (.02)	.26 (.02)	.25	.26	.22 (.03)	.23 (.02)	.26 (.02)	.31 (.02)
	UNDECIDED	.16	.17	.17 (.02)	.16	.17	.16	.19 (.03)	14	.17 (.02)	.17 (.02)
	BLANKS	27	7	3	17	12	15	7	6	4	10
Release time to work at improving my teaching	PROB	.48	.50 (.02)	.47 (.02)	.47 (.02)	.46 (.02)	.49 (.02)	.55 (.04)	.50 (.02)	.52 (.02)	.39 (.02)
	PROB NOT	.35	.34 (.02)	.35 (.02)	.36 (.02)	.37 (.02)	.32 (.02)	.29 (.04)	.33 (.02)	.32 (.02)	.43 (.02)
	UNDECIDED	.17	.15	.18 (.02)	.17	.16	.18	.16 (.03)	.17 (.02)	.16	.18 (.02)
	BLANKS	40	7	7	26	15	25	10	8	9	13

Question 29: If the following programs were available at your school, in which would you probably participate?

Key: PROB = I would PROBABLY participate.
PROB NOT = I would PROBABLY NOT participate.
UNDECIDED = I am UNDECIDED.

PRIMARY CARE ONLY

			SCHOOL VARIABLES						ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
A clearinghouse to share written materials and information on teaching	PROB	.56 (.03)	.55 (.04)	.56 (.05)	.58 (.04)	.55 (.04)	.58 (.04)	.71 (.10)	.52 (.05)	.63 (.04)	.52 (.04)
	PROB NOT	.21 (.02)	.25 (.03)	.21 (.04)	.19 (.03)	.22 (.03)	.20 (.03)	.11 (.08)	.21 (.04)	.18 (.03)	.27 (.04)
	UNDECIDED	.23 (.02)	.21 (.03)	.23 (.04)	.23 (.03)	.23 (.03)	.22 (.03)	.17 (.06)	.27 (.05)	.20 (.04)	.22 (.04)
	BLANKS	1	0	0	1	0	1	0	0	0	1
Conferences for staff members to share teaching experiences and results	PROB	.62 (.03)	.57 (.04)	.65 (.04)	.61 (.04)	.59 (.04)	.65 (.04)	.67 (.11)	.61 (.05)	.66 (.04)	.57 (.04)
	PROB NOT	.25 (.02)	.26 (.03)	.24 (.04)	.25 (.03)	.27 (.03)	.23 (.03)	.17 (.09)	.24 (.04)	.20 (.03)	.33 (.04)
	UNDECIDED	.13. (.02)	.17 (.03)	.11 (.03)	.14 (.03)	.14 (.02)	.13 (.02)	.16 (.06)	.15 (.04)	.14 (.03)	.09 (.02)
	BLANKS	2	0	0	2	0	2	0	0	0	2
Collaborative research on teaching and learning	PROB	.43 (.03)	.49 (.04)	.39 (.05)	.45 (.04)	.45 (.04)	.41 (.04)	.41 (.10)	.43 (.05)	.48 (.05)	.38 (.04)
	PROB NOT	.36 (.03)	.35 (.04)	.33 (.04)	.39 (.04)	.34 (.04)	.38 (.04)	.36 (.11)	.36 (.05)	.29 (.04)	.42 (.04)
	UNDECIDED	.21 (.02)	.16 (.03)	.28 (.04)	.15 (.03)	.21 (.03)	.22 (.03)	.23 (.10)	.21 (.04)	.23 (.04)	.20 (.04)
	BLANKS	6	3	1	2	2	4	2	0	2	2
Observation and critique of my teaching by my peers	PROB	.79 (.02)	.82 (.03)	.77 (.04)	.80 (.03)	.79 (.03)	.79 (.03)	.78 (.10)	.78 (.04)	.84 (.03)	.77 (.04)
	PROB NOT	.12 (.02)	.13 (.02)	.14 (.03)	.09 (.02)	.10 (.02)	.14 (.03)	.11 (.08)	.12 (.04)	.10 (.02)	.14 (.03)
	UNDECIDED	.09	.06	.08 (.02)	.11 (.03)	.11 (.02)	.07 (.02)	.10 (.06)	.10 (.03)	.07 (.02)	.09 (.03)
	BLANKS	3	0	0	3	1	2	0	1	1	1
Critique of my teaching by my students	PROB	.90	.90 (.02)	.88 (.03)	.92 (.02)	.92 (.02)	.87 (.03)	.87 (.08)	.90 (.03)	.89 (.03)	.91 (.02)
	PROB NOT	.06	.06 (.02)	.09 (.03)	.03	.04	.08 (.02)	.11 (.08)	.05 (.02)	.04 (.02)	.08 (.02)
	UNDECIDED	.04	.04	.03	.05 (.02)	.03	.05	.02	.05 (.02)	.08 (.02)	.01
	BLANKS	7	2	0	5	3	4	0	0	3	4

Question 29 - Continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
A program of self-assessment of my teaching (materials and confidential feedback provided)	PROB	**.73 (.02)**	.73 (.03)	.74 (.04)	.70 (.03)	.75 (.03)	.70 (.04)	.76 (.09)	.75 (.04)	.76 (.04)	.66 (.04)
	PROB NOT	**.17 (.02)**	.17 (.03)	.17 (.03)	.17 (.03)	.18 (.03)	.16 (.03)	.16 (.08)	.16 (.04)	.12 (.03)	.22 (.04)
	UNDECIDED	**.11**	.10 (.02)	.09 (.02)	.13 (.03)	.08 (.02)	.14 (.02)	.08 (.04)	.09 (.03)	.12 (.03)	.13 (.03)
	BLANKS	3	0	0	3	0	3	0	0	0	3
Observation of master teachers (live or via video tapes)	PROB	**.57 (.02)**	.58 (.04)	.55 (.05)	.61 (.04)	.61 (.03)	.54 (.04)	.60 (.10)	.64 (.05)	.58 (.04)	.49 (.05)
	PROB NOT	**.25 (.02)**	.28 (.03)	.28 (.04)	.20 (.03)	.21 (.03)	.29 (.04)	.29 (.09)	.22 (.04)	.23 (.04)	.29 (.04)
	UNDECIDED	**.18 (.02)**	.14 (.03)	.18 (.03)	.19 (.03)	.18 (.03)	.17 (.03)	.11 (.05)	.15 (.04)	.20 (.04)	.22 (.04)
	BLANKS	4	0	0	4	1	3	0	0	1	3
Release time to work at improving my teaching	PROB	**.50 (.03)**	.52 (.04)	.54 (.05)	.44 (.04)	.50 (.04)	.49 (.04)	.59 (.11)	.49 (.05)	.60 (.04)	.40 (.04)
	PROB NOT	**.31 (.02)**	.36 (.04)	.32 (.04)	.28 (.03)	.34 (.03)	.28 (.03)	.25 (.10)	.29 (.05)	.27 (.04)	.40 (.04)
	UNDECIDED	**.19 (.02)**	.12 (.02)	.15 (.03)	.28 (.04)	.16 (.03)	.22 (.03)	.16 (.06)	.23 (.04)	.14 (.03)	.20 (.04)
	BLANKS	5	0	0	5	0	5	0	0	1	4

Question 29: If the following programs were available at your school, in which would you probably participate?

Key: PROB = I would PROBABLY participate.
PROB NOT = I would PROBABLY NOT participate.
UNDECIDED = I am UNDECIDED.

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
A clearinghouse to share written materials and information on teaching	PROB	**.55 (.02)**	.54 (.04)	.57 (.04)	.53 (.03)	.49 (.03)	.61 (.03)	.52 (.06)	.59 (.04)	.52 (.04)	.53 (.04)
	PROB NOT	**.28 (.02)**	.27 (.03)	.27 (.04)	.29 (.03)	.35 (.03)	.19 (.03)	.31 (.06)	.26 (.04)	.34 (.04)	.22 (.03)
	UNDECIDED	**.17 (.02)**	.19 (.03)	.16 (.03)	.18 (.03)	.16 (.02)	.20 (.02)	.17 (.04)	.15 (.03)	.14 (.03)	.25 (.04)
	BLANKS	**6**	1	1	4	3	3	2	0	3	1
Conferences for staff members to share teaching experiences and results	PROB	**.65 (.02)**	.59 (.04)	.68 (.04)	.64 (.03)	.59 (.03)	.72 (.03)	.72 (.05)	.67 (.04)	.61 (.04)	.59 (.04)
	PROB NOT	**.24 (.02)**	.28 (.03)	.22 (.03)	.24 (.03)	.29 (.03)	.18 (.02)	.17 (.04)	.23 (.04)	.26 (.04)	.29 (.04)
	UNDECIDED	**.11**	.12 (.02)	.10 (.02)	.12 (.02)	.12 (.02)	.11 (.02)	.11 (.04)	.10 (.02)	.13 (.03)	.12 (.03)
	BLANKS	**10**	3	2	5	7	3	2	2	2	4
Collaborative research on teaching and learning	PROB	**.43 (.02)**	.49 (.04)	.41 (.04)	.43 (.03)	.40 (.03)	.47 (.04)	.40 (.07)	.43 (.04)	.43 (.04)	.45 (.04)
	PROB NOT	**.38 (.02)**	.37 (.03)	.39 (.04)	.37 (.03)	.41 (.03)	.35 (.03)	.27 (.06)	.42 (.04)	.41 (.04)	.38 (.04)
	UNDECIDED	**.19 (.02)**	.14 (.02)	.21 (.04)	.20 (.03)	.19 (.03)	.19 (.03)	.33 (.06)	.15 (.03)	.16 (.03)	.17 (.03)
	BLANKS	**12**	1	3	8	6	6	2	3	3	4
Observation and critique of my teaching by my peers	PROB	**.78 (.02)**	.66 (.03)	.83 (.03)	.78 (.03)	.81 (.02)	.76 (.03)	.76 (.05)	.81 (.03)	.82 (.03)	.74 (.04)
	PROB NOT	**.11**	.17 (.03)	.08 (.02)	.12 (.02)	.11 (.02)	.11 (.02)	.09 (.03)	.12 (.02)	.12 (.03)	.10 (.02)
	UNDECIDED	**.11**	.17 (.03)	.09 (.02)	.10 (.02)	.08	.13 (.02)	.15 (.04)	.08 (.02)	.06 (.02)	.16 (.03)
	BLANKS	**9**	3	2	4	4	5	4	1	1	3
Critique of my teaching by my students	PROB	**.88**	.85 (.03)	.94 (.02)	.84 (.03)	.89 (.02)	.87 (.02)	.85 (.04)	.88 (.02)	.90 (.02)	.89 (.02)
	PROB NOT	**.05**	.09 (.02)	.04	.06	.05	.06	.05 (.02)	.07 (.02)	.02	.07 (.02)
	UNDECIDED	**.06**	.07 (.02)	.03	.10 (.02)	.06	.07	.10 (.03)	.05	.08 (.02)	.04
	BLANKS	**11**	3	2	6	6	5	4	3	2	2

Question 29 - Continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
A program of self-assessment of my teaching (materials and confidential feedback provided)	PROB	**.74 (.02)**	.74 (.03)	.79 (.03)	.69 (.03)	.72 (.03)	.77 (.03)	.68 (.05)	.81 (.03)	.74 (.04)	.70 (.04)
	PROB NOT	**.13**	.14 (.02)	.10 (.02)	.16 (.03)	.17 (.02)	.09 (.02)	.16 (.04)	.09 (.02)	.12 (.03)	.17 (.03)
	UNDECIDED	**.13**	.12 (.02)	.10 (.02)	.16 (.02)	.11 (.02)	.14 (.02)	.16 (.04)	.10 (.03)	.14 (.03)	.13 (.03)
	BLANKS	9	4	2	3	2	7	3	3	1	2
Observation of master teachers (live or via video tapes)	PROB	**.60 (.02)**	.58 (.04)	.60 (.04)	.61 (.03)	.58 (.03)	.64 (.03)	.63 (.06)	.64 (.04)	.56 (.04)	.57 (.04)
	PROB NOT	**.25 (.02)**	.24 (.03)	.24 (.03)	.25 (.03)	.27 (.03)	.21 (.02)	.19 (.04)	.25 (.04)	.26 (.04)	.28 (.04)
	UNDECIDED	**.15 (.02)**	.17 (.03)	.16 (.03)	.14 (.02)	.15 (.02)	.15 (.02)	.19 (.05)	.11 (.02)	.18 (.03)	.16 (.03)
	BLANKS	7	3	0	4	4	3	2	1	1	3
Release time to work at improving my teaching	PROB	**.53 (.02)**	.56 (.04)	.50 (.04)	.56 (.03)	.50 (.03)	.57 (.04)	.56 (.07)	.59 (.04)	.51 (.04)	.47 (.04)
	PROB NOT	**.32 (.02)**	.28 (.03)	.32 (.04)	.33 (.03)	.35 (.03)	.29 (.03)	.30 (.06)	.30 (.04)	.33 (.04)	.35 (.04)
	UNDECIDED	**.15 (.02)**	.16 (.03)	.18 (.03)	.10 (.02)	.15 (.02)	.14 (.02)	.14 (.05)	.11 (.03)	.16 (.03)	.19 (.03)
	BLANKS	11	3	2	6	5	6	3	2	1	5

Question 29: If the following programs were available at your school, in which would you probably participate?

Key: PROB = I would PROBABLY participate.
PROB NOT = I would PROBABLY NOT participate.
UNDECIDED = I am UNDECIDED.

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
A clearinghouse to share written materials and information on teaching	PROB	.53	.57 (.02)	.49 (.03)	.55 (.03)	.54 (.02)	.51 (.02)	.46 (.06)	.53 (.03)	.61 (.03)	.48 (.03)
	PROB NOT	.26	.25 (.02)	.29 (.03)	.25 (.02)	.25 (.02)	.28 (.02)	.31 (.06)	.24 (.03)	.21 (.02)	.32 (.03)
	UNDECIDED	.21	.18 (.02)	.22 (.02)	.21 (.02)	.20 (.02)	.22 (.02)	.23 (.05)	.23 (.03)	.18 (.02)	.20 (.02)
	BLANKS	11	1	2	8	5	6	6	0	3	2
Conferences for staff members to share teaching experiences and results	PROB	.59	.59 (.02)	.55 (.03)	.62 (.03)	.57 (.02)	.60 (.02)	.59 (.05)	.58 (.03)	.58 (.03)	.59 (.03)
	PROB NOT	.27	.27 (.02)	.29 (.03)	.26 (.02)	.28 (.02)	.27 (.02)	.26 (.05)	.28 (.03)	.27 (.02)	.28 (.03)
	UNDECIDED	.14	.14	.16 (.02)	.12 (.02)	.15	.13	.15 (.04)	.14 (.02)	.15 (.02)	.13 (.02)
	BLANKS	15	3	3	9	10	5	4	2	2	7
Collaborative research on teaching and learning	PROB	.32	.35 (.02)	.28 (.02)	.34 (.02)	.32 (.02)	.32 (.02)	.37 (.05)	.33 (.03)	.33 (.02)	.28 (.02)
	PROB NOT	.50	.47 (.02)	.52 (.03)	.50 (.03)	.51 (.02)	.49 (.02)	.40 (.06)	.48 (.03)	.49 (.03)	.57 (.03)
	UNDECIDED	.18	.18 (.02)	.20 (.02)	.16 (.02)	.17 (.02)	.19 (.02)	.23 (.05)	.19 (.02)	.18 (.02)	.15 (.02)
	BLANKS	19	5	4	10	1	8	4	5	4	6
Observation and critique of my teaching by my peers	PROB	.80	.81 (.02)	.79 (.02)	.80 (.02)	.80 (.02)	.79 (.02)	.68 (.06)	.82 (.02)	.85 (.02)	.77 (.02)
	PROB NOT	.12	.10	.12 (.02)	.12 (.02)	.11	.12	.11 (.03)	.12 (.02)	.08	.15 (.02)
	UNDECIDED	.09	.09	.09	.08	.08	.09	.22 (.05)	.06	.07	.08
	BLANKS	20	6	4	10	9	11	6	4	3	7
Critique of my teaching by my students	PROB	.85	.86 (.02)	.86 (.02)	.84 (.02)	.86	.85 (.02)	.72 (.05)	.87 (.02)	.88 (.02)	.86 (.02)
	PROB NOT	.07	.07	.06	.09	.07	.07	.06 (.03)	.07	.07	.09 (.02)
	UNDECIDED	.07	.07	.08	.07	.07	.08	.22 (.05)	.07	.05	.05
	BLANKS	23	9	5	9	13	10	3	6	8	6

Question 29 - Continued

BASIC SCIENCES ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
A program of self-assessment of my teaching (materials and confidential feedback provided)	PROB	**.70**	.75 (.02)	.68 (.03)	.70 (.02)	.71 (.02)	.68 (.02)	.65 (.06)	.70 (.03)	.75 (.02)	.67 (.03)
	PROB NOT	**.16**	.10	.18 (.02)	.18 (.02)	.16 (.02)	.16 (.02)	.17 (.05)	.14 (.02)	.13 (.02)	.21 (.02)
	UNDECIDED	**.14**	.15 (.02)	.14 (.02)	.13 (.02)	.12	.15 (.02)	.18 (.05)	.15 (.02)	.12 (.02)	.12 (.02)
	BLANKS	**21**	5	6	10	13	8	4	6	4	7
Observation of master teachers (live or via video tapes)	PROB	**.55**	.58 (.02)	.57 (.03)	.52 (.03)	.57 (.02)	.53 (.02)	.51 (.06)	.60 (.03)	.58 (.03	.50 (.03)
	PROB NOT	**.28**	.23 (.02)	.27 (.02)	.33 (.02)	.27 (.02)	.30 (.02)	.27 (.05)	.22 (.03)	.28 (.02)	.36 (.03)
	UNDECIDED	**.16**	.19 (.02)	.16 (.02)	.15 (.02)	.16 (.02)	.17 (.02)	.22 (.05)	.18 (.02)	.14 (.02)	.14 (.02)
	BLANKS	**16**	4	3	9	7	9	5	5	2	4
Release time to work at improving my teaching	PROB	**.39**	.44 (.02)	.37 (.03)	.37 (.03)	.39 (.02)	.38 (.02)	.51 (.06)	.38 (.03)	.45 (.03)	.30 (.03)
	PROB NOT	**.43**	.39 (.02)	.43 (.03)	.45 (.03)	.43 (.02)	.42 (.03)	.28 (.05)	.42 (.03)	.35 (.03)	.54 (.03)
	UNDECIDED	**.19**	.17 (.02)	.20 (.02)	.18 (.02)	.18 (.02)	.19 (.02)	.22 (.05)	.20 (.02)	.20 (.02)	.16 (.02)
	BLANKS	**23**	4	4	15	10	13	6	6	7	4

EDUCATIONAL ISSUES

QUESTIONS 30 AND 31

Question 30: Listed below are a number of educational practices or issues. Please indicate the extent of your involvement with each, and your estimate of their appropriateness/value by circling ONE number in each of the two columns.

Key: Involvement

USED = I have USED it/been in programs where it is used.
HEARD = I have only HEARD/read about it.
NOT FAMI = I am NOT FAMILIAR with it.

Key: Appropriateness/Value
POSITIVE = I am generally POSITIVE.
NEGATIVE = I am generally NEGATIVE.
UNCERTAIN = I am UNCERTAIN/have no opinion.

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Formulation of instructional objectives	Involvement										
	USED	.61	.73	.64 (.02)	.53 (.02)	.64 (.02)	.58 (.02)	.49 (.04)	.57 (.02)	.65 (.02)	.69 (.02)
	HEARD	.22	.17	.22 (.02)	.24 (.02)	.20	.24	.18 (.03)	.26 (.02)	.21 (.02)	.20 (.02)
	NOT FAMI	.17	.11	.14	.22 (.02)	.16	.18	.33 (.04)	.18 (.02)	.14	.11
	BLANKS	43	16	7	20	22	21	12	8	12	11
	Appropriateness/ Value										
	POSITIVE	.73	.74	.74 (.02)	.71 (.02)	.73	.73 (.02)	.65 (.04)	.74 (.02)	.76 (.02)	.73 (.02)
	NEGATIVE	.05	.06	.05	.05	.05	.05	.03	.03	.06	.07
	UNCERTAIN	.22	.20	.20 (.02)	.24 (.02)	.22	.22	.32 (.04)	.22 (.02)	.18 (.02)	.20 (.02)
	BLANKS	88	31	15	42	43	45	22	18	24	24
Three year curriculum	Involvement										
	USED	.26	.27	.34 (.02)	.18	.29	.23	.09 (.02)	.29 (.02)	.30 (.02)	.29 (.02)
	HEARD	.52	.55 (.02)	.45 (.02)	.58 (.02)	.52 (.02)	.52 (.02)	.48 (.04)	.49 (.02)	.51 (.02)	.58 (.02)
	NOT FAMI	.22	.18	.21 (.02)	.24 (.02)	.18	.25 (.02)	.43 (.04)	.22 (.02)	.19 (.02)	.13
	BLANKS	46	19	8	19	25	21	14	10	11	11
	Appropriateness/ Value										
	POSITIVE	.11	.11	.11	.11	.13	.09	.11 (.02)	.12 (.02)	.11	.10
	NEGATIVE	.49	.48 (.02)	.53 (.02)	.46 (.02)	.49 (.02)	.50 (.02)	.29 (.04)	.46 (.02)	.53 (.02)	.60 (.02)

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	UNCERTAIN	.40	.41 (.02)	.36 (.02)	.43 (.02)	.38 (.02)	.42 (.02)	.60 (.05)	.42 (.02)	.36 (.02)	.30 (.02)
	BLANKS	97	34	22	41	49	48	28	20	24	25
Problem oriented medical record	Involvement										
	USED	.48	.46 (.02)	.49 (.02)	.46 (.02)	.48 (.02)	.46 (.02)	.45 (.04)	.47 (.02)	.49 (.02)	.48 (.02)
	HEARD	.30	.32 (.02)	.30 (.02)	.30 (.02)	.31	.30 (.02)	.27 (.04)	.27 (.02)	.32 (.02)	.36 (.02)
	NOT FAMI	.22	.22	.21	.23	.21	.24	.28 (.03)	.26 (.02)	.20	.16
	BLANKS	43	20	5	18	23	20	12	8	11	12
	Appropriateness/ Value										
	POSITIVE	.50	.48 (.02)	.50 (.02)	.50 (.02)	.52 (.02)	.47 (.02)	.52 (.05)	.52 (.02)	.46 (.02)	.48 (.02)
	NEGATIVE	.12	.12	.12	.12	.11	.14	.13 (.04)	.09	.15 (.02)	.13
	UNCERTAIN	.38	.41 (.02)	.38 (.02)	.38 (.02)	.37	.39 (.02)	.35 (.04)	.39 (.02)	.39 (.02)	.38 (.02)
	BLANKS	123	44	27	52	58	65	27	30	40	26
Problem-based curriculum	Involvement										
	USED	.14	.20	.14	.12	.16	.12	.10 (.02)	.11	.17 (.02)	.17
	HEARD	.42	.44 (.02)	.44 (.02)	.39 (.02)	.39 (.02)	.45 (.02)	.33 (.04)	.39 (.02)	.42 (.02)	.49 (.02)
	NOT FAMI	.44	.37 (.02)	.42 (.02)	.49 (.02)	.45 (.02)	.43 (.02)	.57 (.04)	.50 (.02)	.40 (.02)	.34 (.02)
	BLANKS	47	23	7	17	26	21	15	8	10	14

Question 30 - Continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	Appro-priateness/ Value										
	POSITIVE	.28	.31 (.02)	.26 (.02)	.27 (.02)	.28	.27 (.02)	.28 (.04)	.24 (.02)	.29 (.02)	.31 (.02)
	NEGATIVE	.09	.10	.08	.10	.10	.09	.04 (.02)	.11	.09	.11
	UNCERTAIN	.63	.58 (.02)	.65 (.02)	.63 (.02)	.62 (.02)	.64 (.02)	.68 (.04)	.66 (.02)	.62 (.02)	.58 (.02)
	BLANKS	146	51	35	60	72	74	33	35	39	39
"Vertical integration"	Involvement										
	USED	.09	.13	.08	.09	.11	.08	.01	.05	.09	.18 (.02)
	HEARD	.25	.26	.24 (.02)	.26 (.02)	.25	.25	.12 (.02)	.22 (.02)	.27 (.02)	.34 (.02)
	NOT FAMI	.65	.61 (.02)	.68 (.02)	.65 (.02)	.64	.67	.88 (.02)	.72 (.02)	.64 (.02)	.48 (.02)
	BLANKS	51	23	6	22	27	24	18	8	14	11
	Appro-priateness/ Value										
	POSITIVE	.14	.16	.11	.16	.13	.14	.04 (.02)	.08	.15	.23 (.02)
	NEGATIVE	.07	.10	.07	.06	.07	.07	.00	.05	.09	.11
	UNCERTAIN	.80	.75	.83	.78	.80	.79	.95 (.02)	.87	.76 (.02)	.66 (.02)
	BLANKS	185	70	46	69	93	92	37	39	57	52
Competency-based curriculum	Involvement										
	USED	.06	.13	.05	.04	.06	.06	.06 (.02)	.06	.05	.07
	HEARD	.29	.33 (.02)	.31 (.02)	.24	.29	.28 (.02)	.17 (.03)	.25 (.02)	.32 (.02)	.36 (.02)

Question 30 - Continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NOT FAMI	.65	.54 (.02)	.64 (.02)	.72 (.02)	.64	.67 (.02)	.77 (.04)	.69 (.02)	.64 (.02)	.57 (.02)
	BLANKS	49	22	9	18	25	24	16	9	12	12
	Appro-priateness/ Value										
	POSITIVE	.19	.27 (.02)	.19 (.02)	.16	.21	.17	.19 (.04)	.18 (.02)	.18 (.02)	.21 (.02)
	NEGATIVE	.04	.06	.03	.04	.05	.04	.01	.04	.06	.05
	UNCERTAIN	.77	.67 (.02)	.78 (.02)	.80 (.02)	.74	.79 (.02)	.80 (.04)	.78 (.02)	.76 (.02)	.74 (.02)
	BLANKS	202	70	55	77	98	104	34	44	58	66
Simulation (e.g. P.M.P., mannequins)	Involvement										
	USED	.25	.29 (.02)	.27 (.02)	.22 (.02)	.27	.24 (.02)	.26 (.04)	.30 (.02)	.23 (.02)	.22 (.02)
	HEARD	.47	.50 (.02)	.46 (.02)	.47 (.02)	.46 (.02)	.48 (.02)	.38 (.04)	.41 (.02)	.53 (.02)	.53 (.02)
	NOT FAMI	.28	.21	.27 (.02)	.31 (.02)	.28	.27	.36 (.04)	.29 (.02)	.24 (.02)	.25 (.02)
	BLANKS	51	23	5	23	24	27	17	8	12	14
	Appro-priateness/ Value										
	POSITIVE	.48	.48 (.02)	.50 (.02)	.45 (.02)	.49 (.02)	.47 (.02)	.48 (.04)	.52 (.02)	.47 (.02)	.44 (.02)
	NEGATIVE	.07	.07	.08	.07	.08	.06	.04	.06	.10	.08
	UNCERTAIN	.45	.45 (.02)	.42 (.02)	.48 (.02)	.43 (.02)	.47 (.02)	.48 (.04)	.42 (.02)	.43 (.02)	.48 (.02)
	BLANKS	129	46	26	57	59	70	28	28	35	38

Question 30 - Continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Computer assisted instruction (C.A.I.)	Involvement										
	USED	.13	.16	.14	.11	.15	.11	.15 (.03)	.11	.13	.15
	HEARD	.65	.65 (.02)	.64 (.02)	.66 (.02)	.65 (.02)	.65 (.02)	.48 (.04)	.65 (.02)	.68 (.02)	.71 (.02)
	NOT FAMI	.22	.19	.22 (.02)	.23 (.02)	.20	.24	.37 (.04)	.24 (.02)	.19 (.02)	.14
	BLANKS	40	20	5	15	20	20	13	9	9	9
	Appropriateness/ Value										
	POSITIVE	.38	.35 (.02)	.40 (.02)	.36 (.02)	.39 (.02)	.36 (.02)	.42 (.04)	.40 (.02)	.37 (.02)	.34 (.02)
	NEGATIVE	.10	.10	.09	.10	.10	.09	.05 (.02)	.08	.13	.12
	UNCERTAIN	.53	.54 (.02)	.50 (.02)	.54 (.02)	.51 (.02)	.55 (.02)	.53 (.04)	.52 (.02)	.50 (.02)	.54 (.02)
	BLANKS	103	37	23	43	52	51	29	25	26	23
Student evaluation of faculty	Involvement										
	USED	.80	.87	.81 (.02)	.77	.81	.79	.58 (.04)	.82 (.02)	.83 (.02)	.87
	HEARD	.18	.10	.18 (.02)	.21	.17	.18	.38 (.04)	.15 (.02)	.16 (.02)	.11
	NOT FAMI	.02	.02	.01	.02	.01	.02	.03	.02	.01	.01
	BLANKS	32	17	3	12	17	15	11	6	7	8
	Appropriateness Value										
	POSITIVE	.76	.74	.76 (.02)	.75 (.02)	.77	.74 (.02)	.78 (.03)	.80 (.02)	.74 (.02)	.71 (.02)
	NEGATIVE	.08	.08	.09	.08	.08	.09	.06 (.02)	.06	.08	.13

Question 30 - Continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	UNCERTAIN	.16	.17	.15	.17	.15	.17	.16 (.03)	.14	.18 (.02)	.16 (.02)
	BLANKS	65	27	11	27	30	35	18	17	12	18
Course entry evaluation (pre-testing)	Involvement										
	USED	.34	.40 (.02)	.35 (.02)	.30 (.02)	.35 (.02)	.33 (.02)	.29 (.04)	.33 (.02)	.36 (.02)	.36 (.02)
	HEARD	.47	.46 (.02)	.48 (.02)	.46 (.02)	.48 (.02)	.47 (.02)	.45 (.04)	.43 (.02)	.47 (.02)	.47 (.02)
	NOT FAMI	.19	.13	.17 (.02)	.23 (.02)	.18	.20	.26 (.04)	.18 (.02)	.17 (.02)	.17 (.02)
	BLANKS	42	22	4	16	21	21	14	9	9	10
	Appro-priateness/ Value										
	POSITIVE	.52	.58 (.02)	.53 (.02)	.49 (.02)	.54 (.02)	.51 (.02)	.54 (.04)	.53 (.02)	.55 (.02)	.49 (.02)
	NEGATIVE	.07	.07	.07	.08	.07	.07	.05 (.02)	.07	.09	.08
	UNCERTAIN	.40	.35 (.02)	.40 (.02)	.43 (.02)	.39 (.02)	.42 (.02)	.40 (.04)	.40 (.02)	.37 (.02)	.43 (.02)
	BLANKS	97	36	20	41	42	55	23	25	22	27
"Formative" evaluation	Involvement										
	USED	.05	.06	.06	.04	.05	.06	.06 (.02)	.05	.05	.05
	HEARD	.14	.17	.15 (.02)	.13	.13	.16	.19 (.03)	.15 (.02)	.13	.13
	NOT FAMI	.80	.77	.79 (.02)	.84	.82	.78 (.02)	.75 (.04)	.79 (.02)	.82 (.02)	.82 (.02)
	BLANKS	55	26	7	22	30	25	15	9	14	17

Question 30 - Continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	Appropriateness/ Value										
	POSITIVE	.08	.10	.09	.07	.08	.08	.10 (.03)	.08	.09	.07
	NEGATIVE	.02	.01	.03	.01	.01	.02	.01	.02	.02	.02
	UNCERTAIN	.90	.89	.89	.91	.90	.89	.89 (.03)	.90	.89	.91
	BLANKS	231	88	60	83	117	114	34	39	71	87
Criterion-referenced evaluation	Involvement										
	USED	.08	.12	.08	.08	.09	.08	.09 (.02)	.08	.08	.09
	HEARD	.17	.24	.15	.15	.18	.16	.16 (.03)	.15 (.02)	.17 (.02)	.19 (.02)
	NOT FAMI	.75	.64 (.02)	.77 (.02)	.77 (.02)	.74	.76	.75 (.04)	.77 (.02)	.75 (.02)	.72 (.02)
	BLANKS	57	26	6	25	30	27	17	9	16	15
	Appropriateness/ Value										
	POSITIVE	.14	.19	.13	.13	.14	.14	.13 (.03)	.14 (.02)	.14	.14
	NEGATIVE	.02	.02	.02	.02	.02	.02	.01	.01	.02	.03
	UNCERTAIN	.84	.79	.85 (.02)	.85	.84	.84	.86 (.03)	.85 (.02)	.84 (.02)	.84 (.02)
	BLANKS	207	76	53	78	103	104	31	37	64	75
Peer review/ Quality assurance	Involvement										
	USED	.32	.34 (.02)	.35 (.02)	.29 (.02)	.31	.34 (.02)	.23 (.04)	.31 (.02)	.33 (.02)	.38 (.02)
	HEARD	.47	.45 (.02)	.44 (.02)	.51 (.02)	.49 (.02)	.45 (.02)	.56 (.04)	.48 (.02)	.45 (.02)	.43 (.02)

Question 30 - Continued

ALL DEPARTMENTS

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NOT FAMI	.21	.21	.20 (.02)	.21	.20	.21	.21 (.03)	.22 (.02)	.21 (.02)	.19 (.02)
	BLANKS	42	20	5	17	20	22	15	6	9	12
	Appro- priateness/ Value										
	POSITIVE	.56	.53 (.02)	.58 (.02)	.54 (.02)	.55 (.02)	.57 (.02)	.61 (.04)	.53 (.02)	.57 (.02)	.55 (.02)
	NEGATIVE	.06	.06	.06	.05	.06	.05	.05 (.02)	.05	.06	.06
	UNCERTAIN	.39	.41 (.02)	.36 (.02)	.41 (.02)	.40 (.02)	.38 (.02)	.33 (.04)	.42 (.02)	.37 (.02)	.40 (.02)
	BLANKS	113	39	27	47	50	63	24	23	30	36

Question 30: Listed below are a number of educational practices or issues. Please indicate the extent of your involvement with each, and your estimate of their appropriateness/value by circling ONE number in each of the two columns.

Key: Involvement

USED = I have USED it/been in programs where it is used.
HEARD = I have only HEARD/read about it.
NOT FAMI = I am NOT FAMILIAR with it.

Key: Appropriateness/Value
POSITIVE = I am generally POSITIVE.
NEGATIVE = I am generally NEGATIVE.
UNCERTAIN = I am UNCERTAIN/have no opinion.

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Formulation of instructional objectives	Involvement										
	USED	.64 (.02)	.76 (.03)	.70 (.04)	.50 (.04)	.67 (.03)	.60 (.04)	.54 (.11)	.63 (.04)	.68 (.04)	.64 (.04)
	HEARD	.21 (.02)	.14 (.03)	.20 (.03)	.25 (.04)	.20 (.03)	.22 (.03)	.18 (.06)	.20 (.04)	.17 (.04)	.26 (.04)
	NOT FAMI	.15 (.02)	.10 (.02)	.10 (.03)	.24 (.03)	.13 (.02)	.18 (.03)	.28 (.09)	.17 (.03)	.15 (.03)	.10 (.03)
	BLANKS	9	5	3	1	4	5	2	2	4	1
	Appropriateness/ Value										
	POSITIVE	.76 (.02)	.77 (.03)	.79 (.04)	.72 (.03)	.79 (.03)	.73 (.03)	.68 (.09)	.81 (.04)	.76 (.04)	.74 (.04)
	NEGATIVE	.04	.06 (.02)	.04	.03	.05	.03	.01	.01	.06 (.02)	.07 (.02)
	UNCERTAIN	.20 (.02)	.17 (.03)	.17 (.04)	.24 (.03)	.16 (.03)	.24 (.03)	.31 (.09)	.19 (.04)	.17 (.03)	.20 (.04)
	BLANKS	20	10	4	6	8	12	4	4	8	4
Three year curriculum	Involvement										
	USED	.32 (.02)	.30 (.03)	.39 (.04)	.24 (.03)	.35 (.03)	.28 (.03)	.05 (.02)	.37 (.05)	.35 (.04)	.33 (.04)
	HEARD	.50 (.02)	.62 (.04)	.39 (.04)	.59 (.04)	.54 (.04)	.46 (.03)	.39 (.06)	.48 (.05)	.48 (.04)	.58 (.05)
	NOT FAMI	.18 (.02)	.08 (.02)	.22 (.03)	.17 (.03)	.11 (.02)	.25 (.03)	.57 (.06)	.15 (.0[illegible])	.17 (.04)	.10 (.03)
	BLANKS	10	5	3	2	4	6	2	1	5	2
	Appropriateness/ Value										
	POSITIVE	.12	.15 (.03)	.10 (.03)	.12 (.03)	.15 (.03)	.08 (.02)	.16 (.06)	.09 (.03)	.14 (.03)	.11 (.03)
	NEGATIVE	.51 (.02)	.53 (.04)	.52 (.04)	.49 (.04)	.52 (.03)	.50 (.04)	.06 (.02)	.56 (.05)	.55 (.05)	.57 (.05)

			SCHOOL VARIABLES:					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	UNCERTAIN	.37 (.02)	.32 (.04)	.38 (.04)	.39 (.04)	.33 (.03)	.42 (.03)	.78 (.06)	.35 (.05)	.31 (.04)	.31 (.04)
	BLANKS	21	8	6	7	8	13	7	3	8	3
Problem oriented medical record	Involvement										
	USED	.76 (.02)	.80 (.03)	.75 (.03)	.76 (.04)	.78 (.03)	.74 (.03)	.44 (.07)	.77 (.04)	.82 (.03)	.80 (.04)
	HEARD	.19 (.02)	.15 (.03)	.21 (.04)	.18 (.03)	.17 (.03)	.20 (.03)	.34 (.10)	.17 (.04)	.17 (.03)	.17 (.04)
	NOT FAMI	.05	.05 (.02)	.04 (.02)	.06 (.02)	.05 (.02)	.06 (.02)	.23 (.10)	.06 (.02)	.01	.02
	BLANKS	7	4	2	1	3	4	1	1	4	1
	Appro-priateness/ Value										
	POSITIVE	.64 (.03)	.65 (.04)	.63 (.05)	.63 (.04)	.67 (.04)	.60 (.04)	.70 (.12)	.68 (.05)	.59 (.04)	.60 (.04)
	NEGATIVE	.13	.14 (.03)	.14 (.03)	.12 (.02)	.10 (.02)	.17 (.03)	.00 (.03)	.10 (.03)	.22 (.04)	.14 (.03)
	UNCERTAIN	.23 (.02)	.20 (.03)	.23 (.04)	.25 (.04)	.23 (.03)	.23 (.04)	.30 (.12)	.21 (.04)	.19 (.03)	.26 (.04)
	BLANKS	15	6	5	4	4	11	4	4	6	1
Problem-based curriculum	Involvement										
	USED	.18 (.02)	.27 (.03)	.17 (.03)	.15 (.03)	.20 (.03)	.16 (.03)	.12 (.05)	.15 (.04)	.18 (.04)	.24 (.04)
	HEARD	.40 (.03)	.44 (.04)	.41 (.05)	.37 (.04)	.38 (.04)	.42 (.04)	.38 (.11)	.40 (.05)	.40 (.04)	.41 (.04)
	NOT FAMI	.42 (.03)	.29 (.03)	.41 (.04)	.48 (.04)	.42 (.04)	.42 (.04)	.50 (.10)	.45 (.05)	.42 (.05)	.35 (.04)
	BLANKS	7	5	1	1	4	3	1	0	4	2

Question 30 - Continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	Appro-priateness/ Value										
	POSITIVE	.31 (.02)	.38 (.04)	.27 (.04)	.34 (.04)	.31 (.03)	.31 (.03)	.35 (.08)	.28 (.05)	.30 (.04)	.35 (.04)
	NEGATIVE	.07	.13 (.03)	.06 (.02)	.06 (.02)	.08 (.02)	.07 (.02)	.00 (.02)	.09 (.03)	.06 (.02)	.08 (.02)
	UNCERTAIN	.62 (.02)	.49 (.04)	.67 (.04)	.60 (.04)	.61 (.04)	.62 (.04)	.65 (.08)	.63 (.05)	.64 (.04)	.57 (.05)
	BLANKS	31	10	9	12	14	17	5	6	12	8
"Vertical integration"	Involvement										
	USED	.09	.10 (.02)	.08 (.02)	.09 (.02)	.12 (.02)	.06	.01	.02	.08 (.02)	.19 (.03)
	HEARD	.25 (.02)	.28 (.03)	.28 (.04)	.20 (.03)	.26 (.03)	.24 (.03)	.06 (.02)	.28 (.05)	.20 (.04)	.33 (.04)
	NOT FAMI	.66 (.02)	.62 (.03)	.64 (.04)	.71 (.03)	.62 (.03)	.70 (.03)	.94 (.02)	.70 (.05)	.72 (.04)	.48 (.05)
	BLANKS	9	6	2	1	3	6	2	0	6	1
	Appro-priateness/ Value										
	POSITIVE	.13	.16 (.03)	.11 (.03)	.15 (.03)	.15 (.02)	.12 (.02)	.01	.06 (.02)	.13 (.03)	.26 (.04)
	NEGATIVE	.06	.09 (.02)	.06 (.02)	.03	.05	.06 (.02)	.00 (.02)	.04 (.02)	.06 (.02)	.09 (.03)
	UNCERTAIN	.81 (.02)	.75 (.03)	.83 (.03)	.82 (.03)	.80 (.03)	.82 (.03)	.99	.90 (.03)	.81 (.03)	.65 (.05)
	BLANKS	46	24	12	10	20	26	8	8	16	14
Competency-based curriculum	Involvement										
	USED	.06	.16 (.03)	.04 (.02)	.04 (.02)	.07	.06 (.02)	.17 (.09)	.06 (.02)	.01	.07 (.02)
	HEARD	.27 (.02)	.36 (.04)	.27 (.04)	.23 (.03)	.28 (.03)	.26 (.03)	.09 (.02)	.22 (.04)	.27 (.04)	.40 (.05)

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NOT FAMI	.67 (.02)	.48 (.04)	.69 (.04)	.73 (.03)	.65 (.03)	.68 (.04)	.75 (.09)	.72 (.05)	.72 (.04)	.53 (.05)
	BLANKS	10	6	3	1	4	6	3	1	4	2
	Appro-priateness/ Value										
	POSITIVE	.17 (.02)	.29 (.04)	.15 (.04)	.15 (.03)	.20 (.03)	.15 (.03)	.28 (.12)	.15 (.03)	.12 (.03)	.22 (.04)
	NEGATIVE	.03	.06 (.02)	.02	.03	.03	.02	.00	.01	.03	.06 (.02)
	UNCERTAIN	.80 (.02)	.65 (.04)	.83 (.04)	.82 (.03)	.77 (.03)	.83 (.03)	.72 (.12)	.85 (.03)	.85 (.03)	.72 (.04)
	BLANKS	41	16	14	11	19	22	6	6	15	14
Simulation (e.g. P.M.P., mannequins)	Involvement										
	USED	.30 (.02)	.40 (.04)	.33 (.04)	.22 (.03)	.31 (.03)	.29 (.04)	.35 (.10)	.33 (.05)	.27 (.04)	.27 (.04)
	HEARD	.50 (.02)	.48 (.04)	.47 (.04)	.54 (.04)	.49 (.04)	.50 (.04)	.36 (.08)	.43 (.05)	.54 (.04)	.58 (.05)
	NOT FAMI	.20 (.02)	.12 (.03)	.21 (.04)	.23 (.03)	.20 (.03)	.20 (.03)	.29 (.09)	.24 (.04)	.18 (.04)	.15 (.03)
	BLANKS	9	7	1	1	4	5	2	0	4	3
	Appro-priateness/ Value										
	POSITIVE	.54 (.03)	.55 (.04)	.59 (.05)	.47 (.04)	.54 (.04)	.54 (.04)	.52 (.10)	.56 (.05)	.52 (.05)	.55 (.05)
	NEGATIVE	.08	.10 (.02)	.06 (.02)	.08 (.02)	.08 (.02)	.07 (.02)	.00 (.02)	.10 (.03)	.08 (.02)	.07 (.02)
	UNCERTAIN	.38 (.03)	.34 (.04)	.35 (.05)	.44 (.04)	.38 (.04)	.38 (.04)	.48 (.10)	.34 (.05)	.40 (.05)	.38 (.04)
	BLANKS	17	10	3	4	6	11	3	4	6	4

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Computer assisted instruction (C.A.I.)	Involvement										
	USED	.12 (.02)	.12 (.02)	.12 (.03)	.12 (.02)	.14 (.03)	.11 (.02)	.12 (.08)	.10 (.03)	.14 (.03)	.14 (.03)
	HEARD	.69 (.02)	.68 (.04)	.71 (.04)	.68 (.04)	.69 (.04)	.69 (.03)	.64 (.10)	.67 (.05)	.69 (.04)	.74 (.04)
	NOT FAMI	.18 (.02)	.20 (.03)	.16 (.04)	.20 (.03)	.17 (.03)	.20 (.03)	.25 (.10)	.23 (04)	.18 (.03)	.11 (.03)
	BLANKS	7	5	1	1	4	3	1	0	4	2
	Appropriateness/ Value										
	POSITIVE	.40 (.02)	.38 (.04)	.44 (.04)	.35 (.04)	.38 (.04)	.42 (.04)	.60 (.07)	.39 (.05)	.39 (.05)	.34 (.04)
	NEGATIVE	.07	.08 (.02)	.07 (.02)	.07 (.02)	.06	.08 (.02)	.00 (.02)	.04 (.02)	.12 (.03)	.09 (.02)
	UNCERTAIN	.53 (.03)	.54 (.04)	.49 (.04)	.58 (.04)	.56 (.04)	.50 (.04)	.40 (.07)	.57 (.05)	.48 (.05)	.56 (.05)
	BLANKS	18	9	4	5	6	12	4	4	7	3
Student evaluation of faculty	Involvement										
	USED	.82 (.02)	.92 (.02)	.80 (.04)	.80 (.03)	.83 (.03)	.81 (.03)	.59 (.10)	.85 (.04)	.84 (.03)	.85 (.03)
	HEARD	.16 (.02)	.06 (.02)	.19 (.04)	.16 (.03)	.15 (.03)	.17 (.03)	.35 (.11)	.13 (.04)	.15 (.03)	.14 (.03)
	NOT FAMI	.02	.01	.01	.04	.02	.02	.06 (.04)	.02	.01	.01
	BLANKS	6	4	1	1	3	3	1	0	4	1
	Appropriateness/ Value										
	POSITIVE	.81 (.02)	.82 (.03)	.81 (.03)	.81 (.03)	.81 (.03)	.81 (.03)	.88 (.04)	.88 (.03)	.76 (.04)	.74 (.04)
	NEGATIVE	.06	.06 (.02)	.08 (.02)	.05	.06 (.02)	.07 (.02)	.00 (.02)	.03 (.02)	.07 (.02)	.12 (.03)

Question 30 - Continued

PRIMARY CARE ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	UNCERTAIN	.13	.12 (.02)	.12 (.03)	.14 (.03)	.13 (.02)	.13 (.02)	.12 (.04)	.08 (.03)	.18 (,04)	.14 (.03)
	BLANKS	11	5	3	3	3	8	2	2	5	2
Course entry evaluation (pre-testing)	Involvement										
	USED	.33 (.02)	.43 (.04)	.35 (.04)	.31 (.04)	.34 (.04)	.36 (.04)	.39 (.10)	.35 (.05)	.31 (.04)	.37 (.04)
	HEARD	.47 (.02)	.49 (.04)	.48 (.04)	.44 (.04)	.50 (.04)	.43 (.03)	.20 (.06)	.50 (.05)	.52 (.05)	.49 (.05)
	NOT FAMI	.18 (.02)	.08 (.02)	.16 (.03)	.25 (.03)	.15 (.03)	.21 (.03)	.42 (.10)	.15 (.03)	.17 (.03)	.14 (.03)
	BLANKS	6	4	1	1	3	3	1	0	4	1
	Appropriateness/ Value										
	POSITIVE	.52 (.03)	.60 (.04)	.51 (.05)	.49 (.04)	.54 (.04)	.50 (.04)	.51 (.10)	.54 (.05)	.48 (.05)	.52 (.05)
	NEGATIVE	.07	.06 (.02)	.08 (.02)	.06 (.02)	.06 (.02)	.08 (.02)	.01	.07 (.03)	.09 (.02)	.07 (.02)
	UNCERTAIN	.42 (.03)	.35 (.04)	.41 (.05)	.45 (.04)	.41 (.04)	.42 (.04)	.48 (.10)	.39 (.05)	.43 (.05)	.41 (.05)
	BLANKS	15	6	4	5	6	9	2	2	7	4
"Formative" evaluation	Involvement										
	USED	.06	.05	.07 (.02)	.05 (.02)	.06 (.02)	.06 (.02)	.14 (.09)	.05 (.02)	.04 (.02)	.07 (.02)
	HEARD	.14 (.02)	.18 (.03)	.16 (.03)	.11 (.02)	.18 (.03)	.11 (.02)	.16 (.06)	.17 (.04)	.13 (.03)	.12 (.03)
	NOT FAMI	.80 (.02)	.77 (.03)	.77 (.04)	.84 (.03)	.76 (.03)	.83 (.03)	.70 (.10)	.79 (.04)	.83 (.03)	.82 (.03)
	BLANKS	9	4	2	3	5	4	1	0	6	2

Question 30 - Continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	Appro-priateness/ Value										
	POSITIVE	.08 (.02)	.09 (.02)	.10 (.03)	.06 (.02)	.09 (.02)	.08 (.03)	.19 (.10)	.09 (.03)	.07 (.02)	.05 (.02)
	NEGATIVE	.02	.01	.03	.02	.03	.02	.00	.02	.02	.04 (.02)
	UNCERTAIN	.89 (.02)	.89 (.02)	.87 (.04)	.92 (.02)	.88 (.02)	.90 (.03)	.81 (.10)	.89 (.03)	.92 (.03)	.91 (.03)
	BLANKS	52	22	14	16	25	27	7	5	17	23
Criterion-referenced evaluation	Involvement										
	USED	.10	.13 (.03)	.10 (.03)	.09 (.02)	.10 (.02)	.10 (.02)	.18 (.09)	.09 (.03)	.09 (.02)	.09 (.02)
	HEARD	.17 (.02)	.24 (.03)	.16 (.03)	.15 (.03)	.20 (.03)	.14 (.03)	.16 (.06)	.13 (.03)	.21 (.04)	.19 (.03)
	NOT FAMI	.73 (.02)	.63 (.03)	.74 (.04)	.76 (.03)	.70 (.03)	.76 (.03)	.66 (.10)	.79 (.04)	.70 (.04)	.71 (.04)
	BLANKS	8	4	2	2	5	3	1	0	5	2
	Appro-priateness/ Value										
	POSITIVE	.17 (.02)	.22 (.03)	.17 (.04)	.16 (.03)	.16 (.03)	.18 (.03)	.33 (.12)	.16 (.04)	.14 (.03)	.16 (.03)
	NEGATIVE	.01	.01	.02	.00	.01	.01	.00	.00	.02	.01
	UNCERTAIN	.82 (.02)	.77 (.03)	.82 (.04)	.84 (.03)	.83 (.03)	.81 (.03)	.67 (.12)	.83 (.04)	.84 (.03)	.83 (.03)
	BLANKS	41	16	11	14	20	21	5	5	14	17
Peer review/ Quality assurance	Involvement										
	USED	.39 (.03)	.47 (.04)	.38 (.05)	.39 (.04)	.39 (.04)	.40 (.04)	.34 (.11)	.39 (.05)	.34 (.04)	.46 (.05)
	HEARD	.46 (.03)	.43 (.04)	.46 (.05)	.47 (.04)	.49 (.04)	.43 (.04)	.45 (.11)	.50 (.05)	.51 (.04)	.38 (.04)

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NOT FAMI	.15 (.02)	.10 (.02)	.16 (.03)	.14 (.03)	.12 (.02)	.17 (.03)	.22 (.09)	.11 (.03)	.15 (.03)	.16 (.03)
	BLANKS	8	4	2	2	5	3	1	0	4	3
	Appro-priateness/Value										
	POSITIVE	.58 (.03)	.65 (.04)	.59 (.05)	.55 (.04)	.57 (.04)	.59 (.04)	.65 (.10)	.55 (.05)	.60 (.05)	.58 (.05)
	NEGATIVE	.05	.06 (.02)	.06 (.02)	.05 (.02)	.06 (.02)	.05	.00	.07 (.03)	.04 (.02)	.06 (.02)
	UNCERTAIN	.36 (.03)	.29 (.04)	.35 (.05)	.40 (.04)	.36 (.04)	.36 (.04)	.35 (.10)	.37 (.05)	.36 (.04)	.36 (.04)
	BLANKS	17	6	4	7	8	9	2	2	8	5

Question 30: Listed below are a number of educational practices or issues. Please indicate the extent of your involvement with each, and your estimate of their appropriateness/value by circling ONE number in each of the two columns.

OTHER CLINICAL ONLY

Key: Involvement

USED = I have USED it/been in programs where it is used.
HEARD = I have only HEARD/read about it.
NOT FAMI = I am NOT FAMILIAR with it.

Key: Appropriateness/Value
POSITIVE = I am generally POSITIVE.
NEGATIVE = I am generally NEGATIVE.
UNCERTAIN = I am UNCERTAIN/have no opinion.

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Formulation of instructional objectives	Involvement										
	USED	.57 (.02)	.68 (.03)	.59 (.04)	.51 (.04)	.55 (.03)	.58 (.03)	.45 (.07)	.50 (.04)	.62 (.04)	.71 (.04)
	HEARD	.24 (.02)	.19 (.03)	.25 (.03)	.25 (.03)	.22 (.03)	.26 (.03)	.19 (.04)	.30 (.04)	.27 (.04)	.18 (.03)
	NOT FAMI	.19 (.02)	.14 (.02)	.16 (.03)	.24 (.03)	.23 (.03)	.15 (.03)	.36 (.07)	.20 (.03)	.12 (.03)	.12 (.03)
	BLANKS	17	7	2	8	8	9	3	3	5	6
	Appropriateness/ Value										
	POSITIVE	.75 (.02)	.75 (.03)	.78 (.04)	.71 (.03)	.71 (.03)	.78 (.03)	.65 (.06)	.72 (.04)	.80 (.03)	.81 (.04)
	NEGATIVE	.03	.03	.02	.04	.04	.02	.04 (.02)	.03	.02	.02
	UNCERTAIN	.22 (.02)	.22 (.03)	.20 (.03)	.25 (.03)	.25 (.03)	.20 (.03)	.31 (.06)	.25 (.04)	.17 (.03)	.17 (.03)
	BLANKS	31	10	5	16	16	15	7	9	6	9
Three year curriculum	Involvement										
	USED	.24 (.02)	.25 (.03)	.34 (.04)	.12 (.02)	.28 (.03)	.18 (.02)	.09 (.02)	.28 (.04)	.27 (.04)	.26 (.04)
	HEARD	.51 (.02)	.51 (.04)	.45 (.04)	.56 (.03)	.49 (.03)	.53 (.03)	.52 (.06)	.45 (.04)	.51 (.04)	.57 (.04)
	NOT FAMI	.26 (.02)	.25 (.03)	.20 (.03)	.32 (.03)	.23 (.03)	.29 (.03)	.39 (.06)	.27 (.04)	.21 (.04)	.18 (.03)
	BLANKS	14	7	2	5	7	7	3	4	3	4
	Appropriateness/ Value										
	POSITIVE	.12	.07 (.02)	.13 (.03)	.12 (.02)	.13 (.02)	.11 (.02)	.08 (.03)	.17 (.03)	.12 (.03)	.08 (.02)
	NEGATIVE	.44 (.02)	.41 (.04)	.51 (.04)	.38 (.03)	.45 (.03)	.43 (.03)	.34 (.06)	.38 (.04)	.46 (.04)	.58 (.04)

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Question 29 (continued)

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	UNCERTAIN	.44 (.02)	.52 (.04)	.36 (.04)	.50 (.03)	.43 (.03)	.47 (.03)	.59 (.06)	.45 (.04)	.41 (.04)	.35 (.04)
	BLANKS	31	12	4	15	14	17	6	9	5	11
Problem oriented medical record	Involvement										
	USED	.54 (.02)	.53 (.04)	.57 (.04)	.51 (.04)	.54 (.03)	.53 (.03)	.64 (.05)	.52 (.04)	.52 (.04)	.51 (.04)
	HEARD	.33 (.02)	.37 (.04)	.31 (.04)	.34 (.03)	.34 (.03)	.32 (.03)	.22 (.05)	.30 (.04)	.39 (.04)	.40 (.04)
	NOT FAMI	.13	.10 (.02)	.12 (.02)	.15 (.02)	.12 (.02)	.14 (.02)	.14 (.04)	.18 (.03)	.09 (.02)	.09 (.02)
	BLANKS	10	7	0	3	5	5	3	2	3	2
	Appropriateness/ Value										
	POSITIVE	.54 (.02)	.53 (.04)	.53 (.04)	.55 (.03)	.54 (.03)	.54 (.04)	.57 (.07)	.61 (.04)	.48 (.05)	.49 (.04)
	NEGATIVE	.16 (.02)	.17 (.03)	.15 (.03)	.17 (.03)	.17 (.02)	.16 (.03)	.21 (.06)	.10 (.02)	.19 (.03)	.19 (.03)
	UNCERTAIN	.30 (.02)	.31 (.03)	.32 (.04)	.27 (.03)	.29 (.03)	.30 (.03)	.22 (.05)	.30 (.04)	.33 (.04)	.32 (.04)
	BLANKS	24	11	3	10	11	13	7	8	5	4
Problem-based curriculum	Involvement										
	USED	.13	.17 (.03)	.13 (.03)	.11 (.02)	.12 (.02)	.13 (.02)	.10 (.03)	.12 (.03)	.18 (.03)	.12 (.03)
	HEARD	.42 (.02)	.42 (.04)	.45 (.04)	.37 (.03)	.38 (.03)	.46 (.04)	.36 (.06)	.39 (.04)	.40 (.04)	.50 (.04)
	NOT FAMI	.46 (.02)	.41 (.04)	.42 (.04)	.52 (.04)	.50 (.03)	.41 (.03)	.55 (.07)	.49 (.04)	.43 (.04)	.37 (.04)
	BLANKS	11	6	1	4	6	5	3	3	4	1

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	Appro-priateness/ Value										
	POSITIVE	.27 (.02)	.25 (.03)	.28 (.04)	.25 (.03)	.26 (.03)	.28 (.03)	.29 (.06)	.24 (.04)	.26 (.04)	.29 (.04)
	NEGATIVE	.09	.10 (.02)	.07 (.02)	.11 (.02)	.09 (.02)	.10 (.02)	.07 (.03)	.10 (.03)	.11 (.03)	.09 (.02)
	UNCERTAIN	.64 (.02)	.64 (.04)	.65 (.04)	.63 (.04)	.65 (.03)	.63 (.03)	.63 (.06)	.66 (.04)	.63 (.04)	.62 (.04)
	BLANKS	41	16	6	17	20	21	8	11	11	11
"Vertical integration"	Involvement										
	USED	.07	.11 (.02)	.05	.07	.07	.06	.00	.04	.08 (.02)	.14 (.03)
	HEARD	.23 (.02)	.24 (.03)	.20 (.03)	.26 (.03)	.22 (.03)	.24 (.03)	.13 (.04)	.22 (.04)	.25 (.04)	.31 (.04)
	NOT FAMI	.70 (.02)	.65 (.03)	.75 (.03)	.67 (.03)	.71 (.03)	.69 (.03)	.87 (.04)	.74 (.04)	.67 (.04)	.54 (.04)
	BLANKS	13	8	1	4	6	7	4	3	4	2
	Appro-priateness/ Value										
	POSITIVE	.13	.15 (.02)	.08 (.02)	.18 (.03)	.12 (.02)	.14 (.02)	.07 (.03)	.08 (.02)	.13 (.03)	.24 (.04)
	NEGATIVE	.04	.04	.04	.03	.03	.04	.00	.02	.07 (.02)	.05 (.02)
	UNCERTAIN	.83	.86 (.03)	.88 (.02)	.80 (.03)	.85 (.02)	.81 (.02)	.93 (.03)	.89 (.02)	.80 (.03)	.71 (.04)
	BLANKS	45	18	9	18	19	26	9	13	9	14
Competency-based curriculum	Involvement										
	USED	.07	.14 (.02)	.06 (.02)	.04	.06	.07	.03 (.02)	.07 (.02)	.08 (.02)	.07 (.02)
	HEARD	.31 (.02)	.33 (.03)	.35 (.04)	.26 (.03)	.29 (.03)	.33 (.03)	.16 (.05)	.34 (.04)	.35 (.04)	.34 (.04)

Question 30 - Continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NOT FAMI	.62 (.02)	.53 (.04)	.59 (.04)	.69 (.03)	.65 (.03)	.60 (.03)	.81 (.05)	.59 (.04)	.56 (.04)	.58 (.04)
	BLANKS	11	7	0	4	5	6	3	[illegible]	3	2
	Appro-priateness/ Value										
	POSITIVE	.23 (.02)	.32 (.04)	.24 (.04)	.19 (.03)	.23 (.03)	.22 (.03)	.18 (.05)	.24 (.04)	.24 (.04)	.23 (.04)
	NEGATIVE	.03	.05	.02	.03	.03	.03	.00	.04 (.02)	.05 (.02)	.02
	UNCERTAIN	.74 (.02)	.63 (.04)	.74 (.04)	.79 (.03)	.74 (.03)	.75 (.03)	.82 (.05)	.72 (.04)	.70 (.04)	.74 (.04)
	BLANKS	52	21	9	22	22	30	10	15	10	17
Simulation (e.g. P.M.P., mannequins)	Involvement										
	USED	.36 (.02)	.41 (.04)	.36 (.04)	.33 (.03)	.38 (.03)	.33 (.03)	.31 (.06)	.44 (.04)	.32 (.04)	.31 (.04)
	HEARD	.42 (.02)	.45 (.04)	.41 (.04)	.41 (.03)	.38 (.03)	.46 (.04)	.40 (.07)	.35 (.04)	.48 (.04)	.48 (.04)
	NOT FAMI	.23 (.02)	.14 (.02)	.23 (.03)	.25 (.03)	.24 (.03)	.21 (.03)	.30 (.05)	.21 (.04)	.20 (.04)	.22 (.04)
	BLANKS	14	7	1	6	6	8	4	3	5	2
	Appro-priateness/ Value										
	POSITIVE	.53 (.02)	.57 (.04)	.54 (.04)	.50 (.04)	.55 (.03)	.51 (.04)	.52 (.07)	.60 (.04)	.52 (.05)	.45 (.05)
	NEGATIVE	.08	.04	.10 (.02)	.07 (.02)	.10 (.02)	.06	.05 (.03)	.06 (.02)	.13 (.03)	.09 (.03)
	UNCERTAIN	.39 (.02)	.39 (.04)	.35 (.04)	.42 (.04)	.35 (.03)	.43 (.04)	.43 (.07)	.34 (.04)	.35 (.04)	.46 (.05)
	BLANKS	35	12	7	16	14	21	8	9	8	10

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Computer assisted instruction (C.A.I.)	Involvement										
	USED	.11	.16 (.03)	.12 (.03)	.07 (.02)	.11 (.02)	.11 (.02)	.15 (.05)	.09 (.02)	.09 (.02)	.11 (.02)
	HEARD	.61 (.02)	.59 (.03)	.59 (.04)	.64 (.03)	.60 (.03)	.62 (.03)	.43 (.06)	.61 (.04)	.67 (.04)	.70 (.04)
	NOT FAMI	.28 (.02)	.24 (.03)	.29 (.04)	.29 (.03)	.29 (.09)	.28 (.03)	.42 (.06)	.30 (.04)	.24 (.04)	.18 (.03)
	BLANKS	11	7	0	4	5	6	3	3	3	2
	Appropriateness/ Value										
	POSITIVE	.36 (.02)	.35 (.03)	.39 (.04)	.35 (.03)	.36 (.03)	.37 (.03)	.35 (.07)	.40 (.04)	.35 (.04)	.34 (.04)
	NEGATIVE	.09	.10 (.02)	.08 (.02)	.10 (.02)	.11 (.02)	.07 (.02)	.06 (.03)	.10 (.03)	.12 (.03)	.08 (.02)
	UNCERTAIN	.54 (.02)	.55 (.04)	.54 (.04)	.55 (.04)	.54 (.03)	.55 (.04)	.59 (.07)	.50 (.04)	.53 (.05)	.58 (.04)
	BLANKS	33	12	7	14	16	17	9	11	6	7
Student evaluation of faculty	Involvement										
	USED	.73 (.02)	.79 (.03)	.76 (.04)	.68 (.03)	.74 (.03)	.73 (.03)	.52 (.07)	.79 (.03)	.73 (.04)	.82 (.03)
	HEARD	.24 (.02)	.16 (.03)	.22 (.03)	.29 (.03)	.25 (.03)	.23 (.03)	.45 (.07)	.18 (.03)	.25 (.04)	.16 (.03)
	NOT FAMI	.03	.05	.02	.02	.02	.04	.03 (.02)	.03	.02	.02
	BLANKS	12	9	0	3	4	8	3	4	3	2
	Appropriateness/ Value										
	POSITIVE	.75 (.02)	.71 (.03)	.78 (.03)	.74 (.03)	.78 (.02)	.71 (.03)	.78 (.06)	.78 (.03)	.73 (.04)	.72 (.04)
	NEGATIVE	.06	.08 (.02)	.06 (.02)	.06 (.02)	.06	.06 (.02)	.06 (.03)	.04 (.02)	.06 (.02)	.09 (.02)

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	UNCERTAIN	.19 (.02)	.22 (.03)	.16 (.03)	.20 (.03)	.15 (.02)	.22 (.03)	.16 (.05)	.18 (.03)	.21 (.04)	.19 (.03)
	BLANKS	23	13	3	7	8	15	6	9	3	5
Course entry evaluation (pre-testing)	Involvement										
	USED	.34 (.02)	.44 (.04)	.37 (.04)	.28 (.03)	.36 (.03)	.32 (.03)	.27 (.06)	.38 (.04)	.39 (.04)	.31 (.04)
	HEARD	.46 (.02)	.39 (.04)	.46 (.04)	.47 (.03)	.42 (.03)	.50 (.03)	.53 (.06)	.40 (.04)	.44 (.04)	.49 (.04)
	NOT FAMI	.20 (.02)	.17 (.03)	.17 (.03)	.25 (.03)	.22 (.03)	.18 (.02)	.21 (.04)	.22 (.03)	.17 (.03)	.21 (.03)
	BLANKS	15	10	0	5	5	10	3	5	4	3
	Appropriateness/ Value										
	POSITIVE	.58 (.02)	.58 (.04)	.64 (.04)	.51 (.04)	.59 (.03)	.57 (.03)	.58 (.05)	.59 (.04)	.63 (.04)	.51 (.04)
	NEGATIVE	.05	.06 (.02)	.03	.07 (.02)	.04	.06	.07 (.03)	.05 (.02)	.07 (.02)	.04
	UNCERTAIN	.37 (.02)	.36 (.04)	.33 (.04)	.41 (.04)	.37 (.03)	.37 (.03)	.34 (.05)	.36 (.04)	.30 (.04)	.45 (.04)
	BLANKS	34	15	5	14	13	21	7	12	6	9
"Formative" evaluation	Involvement										
	USED	.05	.09 (.02)	.05	.03	.04	.06	.03	.06	.06 (.02)	.04 (.02)
	HEARD	.16 (.02)	.20 (.03)	.16 (.03)	.14 (.02)	.11 (.02)	.22 (.03)	.20 (.05)	.17 (.03)	.14 (.03)	.13 (.03)
	NOT FAMI	.79 (.02)	.71 (.03)	.79 (.03)	.83 (.02)	.85 (.02)	.72 (.03)	.77 (.05)	.77 (.03)	.80 (.03)	.83 (.03)
	BLANKS	18	11	1	6	7	11	4	5	5	4

Question 30 - Continued

OTHER CLINICAL ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	Appro-priateness/ Value										
	POSITIVE	**.09**	.11 (.02)	.07 (.02)	.09 (.02)	.07	.10 (.02)	.07 (.03)	.08 (.02)	.12 (.03)	.08 (.03)
	NEGATIVE	**.01**	.01	.01	.01	.00	.01	.00	.01	.02	.01
	UNCERTAIN	**.91**	.87 (.03)	.92 (.02)	.90 (.02)	.93	.88 (.02)	.93 (.03)	.91 (.02)	.86 (.03)	.91 (.03)
	BLANKS	**62**	26	14	22	30	32	9	17	16	20
Criterion-referenced evaluation	Involvement										
	USED	**.08**	.10 (.02)	.07 (.02)	.08 (.02)	.08	.08 (.02)	.06 (.02)	.09 (.02)	.07 (.02)	.09 (.02)
	HEARD	**.18 (.02)**	.29 (.03)	.14 (.03)	.17 (.03)	.18 (.02)	.17 (.02)	.15 (.04)	.20 (.03)	.16 (.03)	.19 (.03)
	NOT FAMI	**.74 (.02)**	.61 (.04)	.78 (.03)	.76 (.03)	.74 (.03)	.75 (.03)	.79 (.05)	.72 (.04)	.77 (.04)	.73 (.04)
	BLANKS	**17**	11	0	6	6	11	4	4	6	3
	Appro-priateness/ Value										
	POSITIVE	**.12**	.16 (.03)	.11 (.03)	.13 (.02)	.12 (.02)	.13 (.02)	.07 (.03)	.15 (.03)	.14 (.03)	.11 (.03)
	NEGATIVE	**.01**	.02	.01	.01	.01	.01	.00	.00	.03	.02
	UNCERTAIN	**.86**	.82 (.03)	.88 (.03)	.87 (.02)	.87 (.02)	.86 (.02)	.93 (.03)	.85 (.03)	.83 (.03)	.87 (.03)
	BLANKS	**55**	22	11	22	24	31	8	15	13	19
Peer review/ Quality assurance	Involvement										
	USED	**.32 (.02)**	.27 (.03)	.40 (.04)	.25 (.03)	.29 (.03)	.35 (.03)	.25 (.05)	.31 (.04)	.35 (.04)	.35 (.04)
	HEARD	**.49 (.02)**	.49 (.04)	.41 (.04)	.57 (.03)	.50 (.03)	.48 (.03)	.62 (.06)	.50 (.04)	.40 (.04)	.46 (.04)

Question 30 - Continued

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NOT FAMI	.19 (.02)	.24 (.03)	.18 (.03)	.18 (.03)	.21 (.03)	.17 (.02)	.13 (.04)	.19 (.03)	.24 (.04)	.19 (.03)
	BLANKS	14	10	0	4	5	9	3	4	4	3
	Appro- priateness/ Value										
	POSITIVE	.58 (.02)	.46 (.04)	.62 (.04)	.60 (.03)	.55 (.03)	.63 (.03)	.73 (.06)	.57 (.04)	.58 (.04)	.49 (.04)
	NEGATIVE	.05	.06 (.02)	.06 (.02)	.04	.04	.07 (.02)	.06 (.03)	.03	.07 (.02)	.06 (.02)
	UNCERTAIN	.36 (.02)	.48 (.04)	.32 (.04)	.36 (.03)	.41 (.03)	.31 (.03)	.22 (.05)	.39 (.04)	.35 (.04)	.45 (.04)
	BLANKS	37	16	9	12	15	22	8	12	7	10

Question 30: Listed below are a number of educational practices or issues. Please indicate the extent of your involvement with each, and your estimate of their appropriateness/value by circling ONE number in each of the two columns.

Key: Involvement

USED = I have USED it/been in programs where it is used.
HEARD = I have only HEARD/read about it
NOT FAMI = I am NOT FAMILIAR with it.

Key: Appropriateness/Value
POSITIVE = I am generally POSITIVE.
NEGATIVE = I am generally NEGATIVE.
UNCERTAIN = I am UNCERTAIN/have no opinion.

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Formulation of instructional objectives	Involvement										
	USED	.64	.74 (.02)	.63 (.03)	.59 (.03)	.69 (.02)	.56 (.02)	.49 (.05)	.59 (.03)	.66 (.02)	.71 (.03)
	HEARD	.21	.17 (.02)	.21 (.02)	.23 (.02)	.19 (.02)	.23 (.02)	.21 (.05)	.26 (.03)	.18 (.02)	.19 (.02)
	NOT FAMI	.15	.09	.16 (.02)	.18 (.02)	.11	.20 (.02)	.30 (.05)	.16 (.02)	.15 (.02)	.10 (.02)
	BLANKS	17	4	2	11	10	7	7	3	3	4
	Appropriateness/ Value										
	POSITIVE	.68	.73 (.02)	.63 (.03)	.71 (.02)	.71 (.02)	.64 (.02)	.61 (.06)	.71 (.03)	.70 (.02)	.66 (.03)
	NEGATIVE	.09	.08	.12 (.02)	.06	.06	.12	.04 (.03)	.05	.11 (.02)	.12 (.02)
	UNCERTAIN	.23	.19 (.02)	.25 (.03)	.23 (.02)	.23 (.02)	.24 (.02)	.35 (.06)	.24 (.03)	.19 (.02)	.22 (.02)
	BLANKS	37	11	6	20	19	18	11	5	10	11
Three year curriculum	Involvement										
	USED	.26	.26 (.02)	.29 (.02)	.21 (.02)	.26 (.02)	.25 (.02)	.13 (.04)	.23 (.03)	.29 (.02)	.29 (.03)
	HEARD	.55	.55 (.02)	.51 (.03)	.60 (.03)	.56 (.02)	.55 (.02)	.51 (.06)	.53 (.03)	.54 (.03)	.60 (.03)
	NOT FAMI	.19	.19 (.02)	.19 (.02)	.19 (.02)	.18 (.02)	.20 (.02)	.36 (.06)	.23 (.03)	.17 (.02)	.12 (.02)
	BLANKS	20	7	1	12	13	7	8	4	3	5
	Appropriateness/ Value										
	POSITIVE	.09	.11	.09 (.02)	.09	.11	.07	.13 (.04)	.08 (.02)	.08	.11 (.02)
	NEGATIVE	.54	.52 (.02)	.56 (.03)	.53 (.03)	.52 (.02)	.57 (.02)	.30 (.06)	.49 (.03)	.57 (.03)	.64 (.03)

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	UNCERTAIN	.37	.37 (.02)	.35 (.03)	.38 (.03)	.37 (.02)	.36 (.02)	.57 (.06)	.43 (.03)	.35 (.03)	.25 (.02)
	BLANKS	42	14	9	19	25	17	13	7	11	11
Problem oriented medical record	Involvement										
	USED	.13	.14 (.02)	.12 (.02)	.14 (.02)	.16	.10	.04 (.02)	.12 (.02)	.15 (.02)	.16 (.02)
	HEARD	.37	.40 (.02)	.38 (.03)	.35 (.02)	.39 (.02)	.35 (.02)	.27 (.05)	.29 (.03)	.37 (.03)	.48 (.03)
	NOT FAMI	.49	.46 (.02)	.50 (.03)	.50 (.03)	.44 (.02)	.56 (.02)	.68 (.05)	.59 (.03)	.48 (.03)	.35 (.03)
	BLANKS	25	9	2	14	14	11	8	4	4	9
	Appropriateness/ Value										
	POSITIVE	.30	.29 (.02)	.31 (.03)	.29 (.02)	.34 (.02)	.25 (.02)	.18 (.05)	.26 (.03)	.31 (.03)	.37 (.03)
	NEGATIVE	.06	.05	.07	.06	.06	.07	.04 (.03)	.06 (.02)	.06	.07
	UNCERTAIN	.64	.66 (.02)	.61 (.03)	.65 (.03)	.60 (.02)	.68 (.02)	.78 (.05)	.68 (.03)	.62 (.03)	.56 (.03)
	BLANKS	83	27	18	38	42	41	16	17	29	21
Problem-based curriculum	Involvement										
	USED	.12	.15 (.02)	.11 (.02)	.10	.15	.07	.08 (.03)	.06	.17 (.02)	.14 (.02)
	HEARD	.44	.45 (.02)	.45 (.03)	.42 (.02)	.43 (.02)	.45 (.02)	.19 (.04)	.38 (.03)	.47 (.03)	.55 (.03)
	NOT FAMI	.45	.40 (.02)	.44 (.03)	.48 (.02)	.42 (.02)	.48 (.02)	.73 (.05)	.56 (.03)	.36 (.03)	.31 (.03)
	BLANKS	27	12	3	12	15	12	10	4	2	11

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	Appro- priateness/ Value										
	POSITIVE	.25	.29 (.02)	.23 (.02)	.24 (.02)	.28 (.02)	.20 (.02)	.14 (.04)	.18 (.02)	.32 (.03)	.29 (.03)
	NEGATIVE	.12	.09	.13 (.02)	.12 (.02)	.12	.12	.02 (.02)	.13 (.02)	.09	.15 (.02)
	UNCERTAIN	.64	.62 (.02)	.65 (.03)	.64 (.03)	.60 (.02)	.69 (.02)	.84 (.05)	.69 (.03)	.59 (.03)	.56 (.03)
	BLANKS	70	25	14	31	36	34	18	17	15	20
"Vertical integration"	Involvement										
	USED	.13	.17 (.02)	.14 (.02)	.11	.14	.12	.02	.10 (.02)	.12 (.02)	.22 (.02)
	HEARD	.28	.27 (.02)	.25 (.02)	.32 (.02)	.28 (.02)	.28 (.02)	.11 (.03)	.19 (.02)	.35 (.03)	.36 (.03)
	NOT FAMI	.59	.57 (.02)	.61 (.03)	.57 (.02)	.57 (.02)	.60 (.02)	.87 (.03)	.71 (.03)	.53 (.03)	.42 (.03)
	BLANKS	27	9	1	17	17	10	11	4	4	8
	Appro- priateness/ Value										
	POSITIVE	.15	.15 (.02)	.14 (.02)	.15 (.02)	.14	.15 (.02)	.01	.10 (.02)	.19 (.02)	.20 (.02)
	NEGATIVE	.12	.14 (.02)	.11 (.02)	.13 (.02)	.12	.13	.00	.10 (.02)	.13 (.02)	.19 (.02)
	UNCERTAIN	.73	.71 (.02)	.75 (.02)	.72 (.02)	.74 (.02)	.72 (.02)	.99	.80 (.03)	.68 (.03)	.62 (.03)
	BLANKS	91	28	22	41	52	39	18	17	32	24
Competency-based curriculum	Involvement										
	USED	.05	.08	.04	.03	.05	.04	.01	.04	.04	.06
	HEARD	.28	.32 (.02)	.31 (.03)	.22 (.02)	.31 (.02)	.24 (.02)	.25 (.05)	.19 (.02)	.32 (.03)	.33 (.03)

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NOT FAMI	.68	.61 (.02)	.65 (.03)	.75 (.02)	.64 (.02)	.73 (.02)	.73 (.05)	.77 (.03)	.64 (.03)	.60 (.03)
	BLANKS	26	9	4	13	15	11	9	4	5	8
	Appropriateness/ Value										
	POSITIVE	.16	.17 (.02)	.17 (.02)	.13 (.02)	.18 (.02)	.13 (.02)	.09 (.03)	.14 (.02)	.17 (.02)	.18 (.02)
	NEGATIVE	.06	.08	.06	.06	.07	.06	.02	.06	.08	.07
	UNCERTAIN	.78	.75 (.02)	.77 (.02)	.81 (.02)	.75 (.02)	.82 (.02)	.89 (.04)	.80 (.03)	.75 (.02)	.75 (.03)
	BLANKS	105	33	28	44	55	50	16	21	33	35
Simulation (e.g. P.M.P., mannequins)	Involvement										
	USED	.09	.09	.10 (.02)	.07	.09	.08	.06 (.03)	.09 (.02)	.10	.08
	HEARD	.51	.57 (.02)	.52 (.03)	.47 (.03)	.53 (.02)	.49 (.02)	.35 (.06)	.48 (.03)	.56 (.03)	.55 (.03)
	NOT FAMI	.40	.34 (.02)	.38 (.03)	.46 (.03)	.38 (.02)	.43 (.02)	.59 (.06)	.43 (.03)	.34 (.02)	.37 (.03)
	BLANKS	27	9	2	16	14	13	10	5	3	9
	Appropriateness/ Value										
	POSITIVE	.35	.34 (.02)	.36 (.03)	.34 (.03)	.37 (.02)	.33 (.02)	.31 (.06)	.38 (.03)	.38 (.03)	.31 (.03)
	NEGATIVE	.06	.06	.07	.05	.06	.06	.02 (.02)	.02	.09	.08
	UNCERTAIN	.59 (.02)	.61 (.02)	.57 (.03)	.61 (.03)	.58 (.02)	.61 (.02)	.67 (.06)	.60 (.03)	.52 (.03)	.61 (.03)
	BLANKS	75	24	14	37	39	36	16	14	21	24

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Computer assisted instruction (C.A.I.)	Involvement										
	USED	.17	.18 (.02)	.19 (.02)	.14 (.02)	.19 (.02)	.14	.17 (.04)	.15 (.02)	.17 (.02)	.18 (.02)
	HEARD	.66	.67 (.02)	.64 (.03)	.68 (.02)	.69 (.02)	.63 (.02)	.50 (.06)	.68 (.03)	.67 (.03)	.68 (.03)
	NOT FAMI	.17	.15 (.02)	.18 (.02)	.18 (.02)	.12	.24 (.02)	.33 (.05)	.17 (.02)	.16 (.02)	.14 (.02)
	BLANKS	20	8	2	10	10	10	8	5	2	5
	Appropriateness/ Value										
	POSITIVE	.38	.35 (.02)	.40 (.03)	.39 (.03)	.44 (.02)	.31 (.02)	.47 (.06)	.42 (.03)	.38 (.03)	.33 (.03)
	NEGATIVE	.12	.11	.14 (.02)	.11	.12	.12	.03 (.02)	.10 (.02)	.12 (.02)	.17 (.02)
	UNCERTAIN	.49	.54 (.02)	.46 (.03)	.50 (.03)	.43 (.02)	.57 (.02)	.51 (.06)	.48 (.03)	.50 (.03)	.50 (.03)
	BLANKS	49	16	9	24	28	21	14	9	13	13
Student evaluation of faculty	Involvement										
	USED	.87	.91	.88 (.02)	.85 (.02)	.89	.86 (.02)	.72 (.05)	.83 (.02)	.91	.94
	HEARD	.12	.08	.11 (.02)	.14 (.02)	.11	.13 (.02)	.26 (.05)	.16 (.02)	.09	.05
	NOT FAMI	.01	.01	.01	.01	.01	.01	.02	.01	.01	.00
	BLANKS	14	4	2	8	10	4	7	2	0	5
	Appropriateness/ Value										
	POSITIVE	.71	.72 (.02)	.69 (.03)	.72 (.02)	.70 (.02)	.71 (.02)	.68 (.06)	.73 (.03)	.73 (.02)	.67 (.03)
	NEGATIVE	.14	.12	.15 (.02)	.13 (.02)	.13	.14 (.02)	.12 (.04)	.12 (.02)	.11 (.02)	.18 (.02)

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	UNCERTAIN	.16	.17 (.02)	.16 (.02)	.15 (.02)	.17 (.02)	.15 (.02)	.19 (.05)	.15 (.02)	.16 (.02)	.16 (.02)
	BLANKS	31	9	5	17	19	12	10	6	4	11
Course entry evaluation (pre-testing)	Involvement										
	USED	.32	.34 (.02)	.32 (.03)	.32 (.02)	.33 (.02)	.31 (.02)	.22 (.05)	.25 (.03)	.35 (.03)	.40 (.03)
	HEARD	.50	.52 (.02)	.51 (.03)	.48 (.03)	.52 (.02)	.47 (.02)	.54 (.06)	.58 (.03)	.47 (.03)	.44 (.03)
	NOT FAMI	.18	.14 (.02)	.17 (.02)	.21 (.02)	.14	.22 (.02)	.24 (.05)	.17 (.02)	.18 (.02)	.16 (.02)
	BLANKS	20	8	2	10	13	7	9	4	1	6
	Appro-priateness/ Value										
	POSITIVE	.47 (.02)	.55 (.02)	.42 (.03)	.47 (.03)	.48 (.02)	.45 (.02)	.48 (.06)	.46 (.03)	.51 (.03)	.44 (.03)
	NEGATIVE	.10	.09	.11 (.02)	.10	.12	.08	.05 (.03)	.09 (.02)	.11 (.02)	.13 (.02)
	UNCERTAIN	.43 (.02)	.36 (.02)	.47 (.03)	.42 (.03)	.40 (.02)	.46 (.02)	.46 (.06)	.45 (.03)	.38 (.03)	.44 (.03)
	BLANKS	46	15	9	22	22	24	12	11	9	14
"Formative" evaluation	Involvement										
	USED	.05	.04	.07	.03	.05	.05	.06 (.03)	.04	.06	.04
	HEARD	.13	.15 (.02)	.14 (.02)	.12 (.02)	.13	.14	.17 (.04)	.13 (.02)	.11 (.02)	.14 (.02)
	NOT FAMI	.82	.82 (.02)	.80 (.02)	.85 (.02)	.83 (.02)	.81 (.02)	.78 (.05)	.82 (.02)	.83 (.02)	.82 (.02)
	BLANKS	27	11	3	13	18	9	9	4	3	11

Question 30 - Continued

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	Appro-priateness/ Value										
	POSITIVE	.07	.08	.09 (.02)	.06	.08	.06	.11 (.04)	.06	.09 (.02)	.07
	NEGATIVE	.03	.01	.05	.01	.02	.04	.02 (.02)	.04	.02	.02
	UNCERTAIN	.90	.91	.86 (.02)	.93	.90	.90	.86 (.05)	.89 (.02)	.89 (.02)	.92 (.02)
	BLANKS	113	40	28	45	60	53	16	15	38	44
Criterion-referenced evaluation	Involvement										
	USED	.07	.09	.06	.07	.08	.06	.05 (.02)	.06	.07	.09
	HEARD	.16	.19 (.02)	.17 (.02)	.12 (.02)	.16	.16 (.02)	.16 (.04)	.13 (.02)	.15 (.02)	.18 (.02)
	NOT FAMI	.77	.71 (.02)	.77 (.02)	.81 (.02)	.77 (.02)	.78 (.02)	.79 (.04)	.81 (.02)	.78 (.02)	.73 (.03)
	BLANKS	31	11	3	17	19	12	11	5	5	10
	Appro-priateness/ Value										
	POSITIVE	.12	.15 (.02)	.11 (.02)	.11 (.02)	.13	.11	.10 (.03)	.11 (.02)	.13 (.02)	.12 (.02)
	NEGATIVE	.03	.03	.03	.03	.02	.04	.02 (.02)	.02	.03	.04
	UNCERTAIN	.85	.82 (.02)	.85 (.02)	.87 (.02)	.85	.85 (.02)	.87 (.04)	.86 (.02)	.84 (.03)	.83 (.02)
	BLANKS	107	38	27	42	57	50	16	15	37	39
Peer review/ Quality assurance	Involvement										
	USED	.26	.29 (.02)	.27 (.02)	.25 (.02)	.27 (.02)	.26 (.02)	.08 (.02)	.21 (.03)	.31 (.02)	.34 (.03)
	HEARD	.45	.43 (.02)	.46 (.03)	.45 (.03)	.47 (.02)	.42 (.02)	.51 (.06)	.43 (.03)	.45 (.03)	.45 (.03)

Question 30 - Continued

BASIC SCIENCES ONLY

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
	NOT FAMI	.28	.28 (.02)	.27 (.02)	.30 (.02)	.26 (.02)	.32 (.02)	.41 (.06)	.35 (.03)	.24 (.02)	.22 (.02)
	BLANKS	19	6	2	11	10	9	10	2	1	6
	Appropriateness/ Value										
	POSITIVE	.50	.50 (.02)	.52 (.03)	.46 (.03)	.51 (.02)	.47 (.02)	.31 (.06)	.45 (.03)	.54 (.03)	.56 (.03)
	NEGATIVE	.06	.05	.05	.07	.07	.05	.07 (.03)	.05	.06	.06
	UNCERTAIN	.45	.44 (.02)	.43 (.03)	.47 (.03)	.42 (.02)	.48 (.02)	.62 (.06)	.62 (.06)	.50 (.03)	.38 (.03)
	BLANKS	58	17	13	28	27	31	13	9	15	21

Question 31: Indicate your level of interest in receiving help with each of the following components of instruction.

Key: PRINT INFO = If available, I would like to receive PRINTED INFORMATION.
WKSHOP = If available, I would like to participate in a short WORKSHOP (2-4 days), in addition to receiving printed information.
UNDECIDED = I am UNDECIDED.
NOT AT PRES = This is NOT an interest AT PRESENT.

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Formulating educational objectives	PRINT INFO	.46	.44 (.02)	.45 (.02)	.48 (.02)	.46 (.02)	.47 (.02)	.48 (.05)	.48 (.02)	.48 (.02)	.42 (.02)
	WKSHOP	.22	.26	.23 (.02)	.21	.23	.22 (.02)	.19 (.04)	.25 (.02)	.24 (.02)	.20 (.02)
	UNDECIDED	.09	.09	.09	.09	.10	.09	.10 (.02)	.08	.08	.11
	NOT AT PRES	.22	.21	.23 (.02)	.22	.22	.22	.23 (.04)	.18 (.02)	.20 (.02)	.28 (.02)
	BLANKS	41	11	9	21	20	21	15	8	6	12
Lecturing	PRINT INFO	.37	.37 (.02)	.36 (.02)	.38 (.02)	.36 (.02)	.38 (.02)	.31 (.04)	.38 (.02)	.36 (.02)	.39 (.02)
	WKSHOP	.31	.32 (.02)	.32 (.02)	.30 (.02)	.31 (.02)	.31 (.02)	.31 (.04)	.38 (.02)	.36 (.02)	.20 (.02)
	UNDECIDED	.06	.08	.05	.06	.06	.06	.08 (.02)	.06	.05	.07
	NOT AT PRES	.26	.23	.27 (.02)	.26 (.02)	.27	.25 (.02)	.30 (.04)	.18 (.02)	.24 (.02)	.34 (.02)
	BLANKS	42	15	10	17	20	22	17	8	6	11
Leading small group discussions	PRINT INFO	.33	.35 (.02)	.32 (.02)	.34 (.02)	.32	.35 (.02)	.29 (.04)	.36 (.02)	.30 (.02)	.34 (.02)
	WKSHOP	.32	.34 (.02)	.31 (.02)	.33 (.02)	.33 (.02)	.31 (.02)	.40 (.04)	.35 (.02)	.34 (.02)	.24 (.02)
	UNDECIDED	.08	.09	.09	.06	.07	.08	.10 (.03)	.07	.08	.07
	NOT AT PRES	.27	.23	.29 (.02)	.27 (.02)	.28	.26 (.02)	.22 (.04)	.22 (.02)	.28 (.02)	.35 (.02)
	BLANKS	53	18	17	18	27	26	19	9	8	17
Interpersonal skill development/sensitivity training	PRINT INFO	.19	.18	.18 (.02)	.20	.18	.21	.19 (.04)	.23 (.02)	.19 (.02)	.15
	WKSHOP	.22	.27 (.02)	.22 (.02)	.19	.22	.23 (.02)	.27 (.04)	.22 (.02)	.23 (.02)	.19 (.02)
	UNDECIDED	.17	.17	.17 (.02)	.17	.16	.17	.19 (.04)	.18 (.02)	.13	.18 (.02)
	NOT AT PRES	.42	.38 (.02)	.42 (.02)	.43 (.02)	.44 (.02)	.39 (.02)	.35 (.04)	.37 (.02)	.46 (.02)	.48 (.02)
	BLANKS	57	23	12	22	29	28	15	13	7	22

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Question 31 - Continued

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Designing individualized instruction	PRINT INFO	.28	.29 (.02)	.27 (.02)	.29 (.02)	.28	.28 (.02)	.32 (.04)	.27 (.02)	.31 (.02)	.25 (.02)
	WKSHOP	.19	.24	.18 (.02)	.18	.21	.17	.21 (.03)	.23 (.02)	.16	.16 (.02)
	UNDECIDED	.17	.16	.18 (.02)	.15	.15	.18	.12 (.03)	.17 (.02)	.16	.19 (.02)
	NOT AT PRES	.36	.32 (.02)	.37 (.02)	.37 (.02)	.36 (.02)	.37 (.02)	.34 (.04)	.33 (.02)	.37 (.02)	.40 (.02)
	BLANKS	67	21	16	30	33	34	15	14	13	25
Designing/ utilizing computer assisted instruction (C.A.I.)	PRINT INFO	.22	.22	.21	.23 (.02)	.21	.23	.19 (.03)	.24 (.02)	.22 (.02)	.21 (.02)
	WKSHOP	.19	.23	.18 (.02)	.19	.21	.17	.19 (.03)	.22 (.02)	.19 (.02)	.18 (.02)
	UNDECIDED	.16	.14	.19 (.02)	.14	.15	.18	.16 (.03)	.15 (.02)	.16	.17 (.02)
	NOT AT PRES	.43	.40 (.02)	.43 (.02)	.43 (.02)	.43 (.02)	.42 (.02)	.46 (.05)	.39 (.02)	.43 (.02)	.44 (.02)
	BLANKS	66	22	13	31	34	32	17	14	11	24
Producing/using self-instructional packages	PRINT INFO	.28	.29 (.02)	.27 (.02)	.28 (.02)	.26	.29 (.02)	.27 (.04)	.28 (.02)	.27 (.02)	.29 (.02)
	WKSHOP	.22	.25	.21 (.02)	.21	.22	.21 (.02)	.19 (.03)	.23 (.02)	.24 (.02)	.19 (.02)
	UNDECIDED	.15	.12	.16 (.02)	.14	.16	.13	.17 (.03)	.15 (.02)	.14	.14
	NOT AT PRES	.36	.33 (.02)	.36 (.02)	.37 (.02)	.36 (.02)	.36 (.02)	.37 (.04)	.34 (.02)	.35 (.02)	.38 (.02)
	BLANKS	51	18	9	24	25	26	18	10	6	17
Producing/using simulations	PRINT INFO	.27	.25 (.02)	.26 (.02)	.28 (.02)	.26	.27 (.02)	.31 (.03)	.30 (.02)	.25 (.02)	.22 (.02)
	WKSHOP	.18	.20	.20 (.02)	.14	.19	.16	.16 (.03)	.20 (.02)	.17 (.02)	.16 (.02)
	UNDECIDED	.17	.16	.16 (.02)	.18	.16	.18	.14 (.03)	.18 (.02)	.18 (.02)	.17 (.02)
	NOT AT PRES	.39	.39 (.02)	.38 (.02)	.39 (.02)	.39 (.02)	.38 (.02)	.38 (.04)	.33 (.02)	.39 (.02)	.45 (.02)
	BLANKS	118	37	25	56	58	60	25	22	32	39

Question 31 - Continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Evaluating student performance	PRINT INFO	.49	.48 (.02)	.53 (.02)	.47 (.02)	.47 (.02)	.50 (.02)	.43 (.05)	.52 (.02)	.47 (.02)	.48 (.02)
	WKSHOP	.30	.35 (.02)	.28 (.02)	.30 (.02)	.31 (.02)	.28 (.02)	.28 (.04)	.29 (.02)	.35 (.02)	.27 (.02)
	UNDECIDED	.07	.06	.07	.07	.07	.07	.09 (.02)	.06	.05	.08
	NOT AT PRES	.15	.11	.15	.16	.15	.15	.20 (.04)	.13	.13	.16 (.02)
	BLANKS	60	23	14	23	29	31	17	13	9	21
Evaluating program (course) quality	PRINT INFO	.49	.47 (.02)	.49 (.02)	.49 (.02)	.48 (.02)	.50 (.02)	.41 (.04)	.52 (.02)	.48 (.02)	.49 (.02)
	WKSHOP	.29	.37 (.02)	.28 (.02)	.28 (.02)	.30	.29 (.02)	.25 (.04)	.29 (.02)	.34 (.02)	.28 (.02)
	UNDECIDED	.08	.06	.09	.09	.08	.09	.14 (.03)	.07	.06	.08
	NOT AT PRES	.14	.10	.15	.14	.14	.13	.19 (.03)	.12	.12	.15
	BLANKS	62	27	13	22	29	33	20	11	11	20
Evaluating your own instructional effectiveness	PRINT INFO	.45	.44 (.02)	.44 (.02)	.46 (.02)	.45 (.02)	.45 (.02)	.35 (.04)	.44 (.02)	.45 (.02)	.51 (.02)
	WKSHOP	.39	.44 (.02)	.39 (.02)	.37 (.02)	.39 (.02)	.39 (.02)	.40 (.04)	.43 (.02)	.42 (.02)	.32 (.02)
	UNDECIDED	.05	.04	.06	.05	.06	.05	.09 (.02)	.04	.05	.06
	NOT AT PRES	.10	.08	.11	.11	.10	.11	.16 (.03)	.09	.08	.11
	BLANKS	45	15	9	21	23	22	15	8	8	14
Making best use of instructional technology	PRINT INFO	.42	.41 (.02)	.41 (.02)	.43 (.02)	.42 (.02)	.42 (.02)	.41 (.04)	.40 (.02)	.44 (.02)	.43 (.02)
	WKSHOP	.32	.38 (.02)	.33 (.02)	.29 (.02)	.31	.34 (.02)	.27 (.04)	.38 (.02)	.33 (.02)	.28 (.02)
	UNDECIDED	.10	.08	.11	.10	.09	.11	.14 (.03)	.09	.09	.10
	NOT AT PRES	.16	.14	.15	.17	.18	.13	.18 (.03)	.13 (.02)	.14	.19 (.02)
	BLANKS	49	18	10	21	24	25	16	7	7	19

Question 31 - Continued

ALL DEPARTMENTS

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Providing individual supervision of students	PRINT INFO	.36	.39 (.02)	.33 (.02)	.36 (.02)	.34 (.02)	.37 (.02)	.29 (.04)	.39 (.02)	.32 (.02)	.38 (.02)
	WKSHOP	.22	.23	.23 (.02)	.20 (.02)	.22	.22	.35 (.04)	.22 (.02)	.23 (.02)	.14
	UNDECIDED	.11	.11	.12	.11	.11	.12	.10 (.02)	.12	.11	.11
	NOT AT PRES	.31	.26	.32 (.02)	.33 (.02)	.33 (.02)	.29 (.02)	.26 (.04)	.27 (.02)	.34 (.02)	.36 (.02)
	BLANKS	67	24	14	29	36	31	16	13	13	25
Other	PRINT INFO	.09	.09 (.02)	.08	.11	.09	.09 (.02)	.08 (.04)	.07 (.02)	.14	.08 (.03)
	WKSHOP	.04	.10 (.03)	.02	.03	.03	.04	.00	.08 (.03)	.01	.03
	UNDECIDED	.14	.08 (.03)	.18 (.02)	.12	.15	.12 (.02)	.25	.10 (.03)	.16 (.02)	.11 (.04)
	NOT AT PRES	.73	.72 (.05)	.71	.75 (.03)	.72	.74 (.02)	.62 (.03)	.76 (.03)	.69 (.03)	.78 (.03)
	BLANKS	1549	570	420	559	812	737	167	408	490	484

Question 31: Indicate your level of interest in receiving help with each of the following components of instruction.

PRIMARY CARE ONLY

Key: PRINT INFO = If available, I would like to receive PRINTED INFORMATION.
WKSHOP = If available, I would like to participate in a short WORKSHOP (2-4 days), in addition to receiving printed information.
UNDECIDED = I am UNDECIDED.
NOT AT PRES = This is NOT an interest AT PRESENT.

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Formulating educational objectives	PRINT INFO	**.41 (.03)**	.40 (.04)	.39 (.05)	.44 (.04)	.41 (.04)	.41 (.04)	.50 (.11)	.40 (.05)	.43 (.05)	.38 (.05)
	WKSHOP	**.29 (.02)**	.29 (.03)	.29 (.04)	.28 (.04)	.33 (.04)	.24 (.03)	.18 (.06)	.35 (.05)	.28 (.04)	.25 (.04)
	UNDECIDED	**.10**	.07 (.02)	.10 (.03)	.13 (.03)	.10 (.02)	.11 (.02)	.06 (.04)	.11 (.03)	.10 (.03)	.10 (.03)
	NOT AT PRES	**.20 (.02)**	.24 (.03)	.22 (.04)	.15 (.03)	.16 (.02)	.24 (.03)	.26 (.10)	.13 (.03)	.19 (.04)	.26 (.04)
	BLANKS	**11**	2	2	7	5	6	2	2	1	6
Lecturing	PRINT INFO	**.30 (.02)**	.34 (.04)	.32 (.04)	.27 (.04)	.30 (.03)	.30 (.04)	.26 (.10)	.28 (.05)	.30 (.04)	.34 (.05)
	WKSHOP	**.35 (.02)**	.31 (.03)	.32 (.04)	.40 (.04)	.37 (.04)	.33 (.03)	.33 (.07)	.44 (.05)	.36 (.04)	.23 (.04)
	UNDECIDED	**.07**	.07 (.02)	.07 (.02)	.08 (.02)	.05	.09 (.02)	.04	.09 (.03)	.07 (.02)	.07 (.02)
	NOT AT PRES	**.28 (.02)**	.28 (.03)	.29 (.04)	.26 (.04)	.28 (.03)	.28 (.04)	.37 (.10)	.18 (.04)	.27 (.04)	.36 (.05)
	BLANKS	**13**	3	3	7	7	6	1	2	2	8
Leading small group discussions	PRINT INFO	**.30 (.02)**	.37 (.04)	.30 (.04)	.27 (.04)	.26 (.03)	.34 (.04)	.30 (.09)	.33 (.05)	.25 (.04)	.31 (.04)
	WKSHOP	**.38 (.02)**	.36 (.04)	.35 (.04)	.43 (.04)	.45 (.04)	.31 (.03)	.43 (.05)	.43 (.05)	.41 (.05)	.28 (.04)
	UNDECIDED	**.07**	.06 (.02)	.10 (.03)	.05	.05 (.02)	.10 (.02)	.03	.11 (.03)	.08 (.02)	.05 (.02)
	NOT AT PRES	.24 (.02)	.21 (.03)	.26 (.04)	.24 (.03)	.24 (.02)	.25 (.03)	.25 (.09)	.13 (.03)	.26 (.04)	.37 (.04)
	BLANKS	7	2	2	3	4	3	1	1	1	4
Interpersonal skill development/sensitivity training	PRINT INFO	**.19 (.02)**	.22 (.03)	.20 (.04)	.18 (.03)	.20 (.03)	.19 (.03)	.27 (.10)	.20 (.04)	.21 (.04)	.15 (.03)
	WKSHOP	.25 (.02)	.30 (.04)	.24 (.04)	.23 (.03)	.25 (.03)	.24 (.03)	.22 (.09)	.26 (.05)	.24 (.04)	.24 (.04)
	UNDECIDED	.19 (.02)	.15 (.03)	.17 (.03)	.22 (.03)	.17 (.03)	.20 (.03)	.16 (.06)	.21 (.04)	.15 (.03)	.20 (.04)
	NOT AT PRES	**.37 (.03)**	.33 (.04)	.40 (.05)	.36 (.04)	.37 (.04)	.38 (.04)	.34 (.10)	**.34 (.05)**	.40 (.05)	.41 (.05)
	BLANKS	11	4	3	4	6	5	1	2	2	6

Question 31 - Continued

PRIMARY CARE ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Designing individualized instruction	PRINT INFO	**.27 (.02)**	.26 (.03)	.23 (.04)	.32 (.04)	.32 (.04)	.22 (.03)	.33 (.10)	.26 (.05)	.32 (.04)	.22 (.04)
	WKSHOP	**.22 (.02)**	.27 (.03)	.19 (.04)	.23 (.03)	.28 (.03)	.16 (.03)	.25 (.06)	.27 (.04)	.18 (.03)	.19 (.04)
	UNDECIDED	**.17 (.02)**	.16 (.03)	.19 (.04)	.16 (.03)	.13 (.03)	.21 (.03)	.11 (.06)	.19 (.04)	.15 (.03)	.19 (.04)
	NOT AT PRES	**.34 (.02)**	.31 (.04)	.38 (.05)	.28 (.04)	.26 (.03)	.41 (.04)	.32 (.09)	.28 (.05)	.35 (.04)	.40 (.05)
	BLANKS	**13**	4	4	5	8	5	1	2	4	6
Designing/ utilizing computer assisted instruction (C.A.I.)	PRINT INFO	**.22 (.02)**	.20 (.03)	.19 (.04)	.25 (.03)	.19 (.03)	.25 (.03)	.18 (.09)	.26 (.04)	.19 (.03)	.20 (.04)
	WKSHOP	**.20 (.02)**	.23 (.03)	.19 (.04)	.22 (.03)	.24 (.03)	.17 (.03)	.29 (.10)	.19 (.04)	.17 (.03)	.21 (.04)
	UNDECIDED	**.20 (.02)**	.17 (.03)	.24 (.04)	.16 (.03)	.21 (.03)	.19 (.03)	.07 (.04)	.25 (.04)	.18 (.03)	.20 (.04)
	NOT AT PRES	**.38 (.03)**	.41 (.04)	.38 (.04)	.37 (.04)	.37 (.04)	.39 (.04)	.46 (.11)	.29 (.05)	.47 (.05)	.38 (.04)
	BLANKS	**13**	5	2	6	6	7	1	3	2	7
Producing/using self-instructional packages	PRINT INFO	**.27 (.02)**	.30 (.04)	.26 (.04)	.28 (.04)	.24 (.03)	.30 (.04)	.27 (.10)	.25 (.04)	.28 (.04)	.29 (.04)
	WKSHOP	**.24 (.02)**	.22 (.03)	.25 (.04)	.23 (.03)	.26 (.03)	.22 (.03)	.16 (.09)	.26 (.05)	.25 (.04)	.22 (.04)
	UNDECIDED	**.18 (.02)**	.15 (.03)	.21 (.04)	.16 (.03)	.22 (.03)	.14 (.03)	.17 (.07)	.23 (.04)	.15 (.03)	.15 (.03)
	NOT AT PRES	**.31 (.02)**	.33 (.04)	.28 (.04)	.34 (.04)	.29 (.03)	.33 (.04)	.39 (.11)	.26 (.05)	.32 (.04)	.34 (.04)
	BLANKS	**13**	4	3	6	5	8	2	2	4	5
Producing/using simulations	PRINT INFO	**.28 (.02)**	.24 (.03)	.26 (.04)	.33 (.04)	.26 (.03)	.30 (.03)	.30 (.07)	.30 (.05)	.38 (.04)	.25 (.04)
	WKSHOP	**.24 (.02)**	.24 (.03)	.28 (.04)	.20 (.03)	.27 (.03)	.22 (.03)	.31 (.09)	.25 (.05)	.23 (.04)	.22 (.04)
	UNDECIDED	**.20 (.02)**	.18 (.03)	.21 (.04)	.20 (.03)	.19 (.03)	.21 (.03)	.08 (.04)	.26 (.05)	.20 (.04)	.17 (.04)
	NOT AT PRES	**.27 (.02)**	.34 (.04)	.25 (.04)	.27 (.04)	.28 (.03)	.27 (.03)	.30 (.10)	.19 (.04)	.28 (.04)	.35 (.04)
	BLANKS	**28**	7	4	17	13	15	2	7	10	9

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Evaluating student performance	PRINT INFO	**.44 (.03)**	.42 (.04)	.47 (.05)	.40 (.04)	.40 (.04)	.47 (.04)	.52 (.11)	.45 (.05)	.38 (.04)	.44 (.05)
	WKSHOP	**.36 (.02)**	.43 (.04)	.27 (.04)	.44 (.04)	.43 (.04)	.29 (.03)	.24 (.06)	.35 (.05)	.47 (.05)	.32 (.04)
	UNDECIDED	**.07**	.02	.09 (.03)	.07 (.02)	.06 (.02)	.07 (.02)	.06 (.03)	.10 (.03)	.04 (.02)	.06 (.02)
	NOT AT PRES	**.13 (.02)**	.12 (.03)	.17 (.04)	.09 (.02)	.11 (.02)	.16 (.03)	.18 (.09)	.10 (.03)	.11 (.03)	.18 (.04)
	BLANKS	**14**	4	3	7	6	8	1	4	3	6
Evaluating program (course) quality	PRINT INFO	**.49 (.03)**	.45 (.04)	.52 (.05)	.47 (.04)	.47 (.04)	.51 (.04)	.57 (.10)	.52 (.05)	.44 (.05)	.47 (.04)
	WKSHOP	**.31 (.02)**	.40 (.04)	.22 (.04)	.37 (.04)	.35 (.04)	.26 (.03)	.15 (.05)	.29 (.04)	.39 (.04)	.31 (.04)
	UNDECIDED	**.09**	.03	.12 (.03)	.08 (.02)	.07 (.02)	.11 (.02)	.05 (.04)	.11 (.03)	.08 (.02)	.09 (.03)
	NOT AT PRES	**.11 (.02)**	.12 (.03)	.14 (.03)	.08 (.02)	.11 (.02)	.12 (.03)	.23 (.09)	.08 (.03)	.09 (.03)	.13 (.03)
	BLANKS	**17**	8	1	8	10	7	3	2	7	5
Evaluating your own instructional effectiveness	PRINT INFO	**.40 (.03)**	.42 (.04)	.41 (.05)	.37 (.04)	.40 (.04)	.40 (.04)	.24 (.10)	.35 (.05)	.42 (.05)	.48 (.05)
	WKSHOP	**.45 (.03)**	.47 (.04)	.40 (.05)	.50 (.04)	.47 (.04)	.43 (.04)	.50 (.10)	.51 (.05)	.47 (.04)	.35 (.04)
	UNDECIDED	**.06**	.01	.07 (.02)	.07 (.02)	.06	.06 (.02)	.04 (.03)	.06 (.02)	.05 (.02)	.06 (.02)
	NOT AT PRES	**.10**	.10 (.02)	.12 (.03)	.06 (.02)	.08 (.02)	.11 (.03)	.22 (.09)	.08 (.03)	.06 (.02)	.10 (.03)
	BLANKS	**9**	3	2	4	5	4	1	1	2	5
Making best use of instructional technology	PRINT INFO	**.40 (.03)**	.40 (.04)	.37 (.04)	.43 (.04)	.39 (.03)	.40 (.04)	.52 (.10)	.31 (.05)	.41 (.05)	.44 (.05)
	WKSHOP	**.36 (.02)**	.41 (.04)	.35 (.04)	.36 (.04)	.37 (.04)	.36 (.03)	.18 (.05)	.43 (.05)	.40 (.05)	.32 (.04)
	UNDECIDED	**.10**	.06 (.02)	.12 (.03)	.10 (.02)	.09 (.02)	.11 (.02)	.09 (.04)	.12 (.03)	.12 (.03)	.07 (.02)
	NOT AT PRES	**.14 (.02)**	.14 (.03)	.16 (.03)	.11 (.02)	.14 (.03)	.14 (.03)	.22 (.09)	.13 (.04)	.07 (.02)	.18 (.03)
	BLANKS	**12**	5	2	5	7	5	1	2	3	6

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Providing individual supervision of students	PRINT INFO	**.36 (.02)**	.41 (.04)	.30 (.04)	.42 (.04)	.38 (.04)	.35 (.03)	.25 (.07)	.45 (.05)	.29 (.04)	.35 (.04)
	WKSHOP	**.24 (.02)**	.29 (.04)	.24 (.04)	.23 (.03)	.26 (.03)	.23 (.03)	.40 (.10)	.23 (.04)	.27 (.04)	.19 (.04)
	UNDECIDED	**.11 (.02)**	.07 (.02)	.14 (.03)	.09 (.02)	.09 (.02)	.14 (.03)	.04 (.03)	.14 (.04)	.14 (.03)	.09 (.03)
	NOT AT PRES	**.28 (.02)**	.23 (.03)	.31 (.04)	.27 (.04)	.27 (.03)	.29 (.04)	.31 (.10)	.18 (.04)	.30 (.04)	.37 (.05)
	BLANKS	**16**	4	4	8	10	6	1	2	6	7
Other	PRINT INFO	**.10 (.02)**	.14 (.07)	.09	.09 (.05)	.17 (.04)	.03 (.02)	.00 (.02)	.00 (.02)	.25 (.04)	.12 (.07)
	WKSHOP	**.06**	.26 (.06)	.00 (.06)	.06 (.03)	.03 (.02)	.10 (.03)	.00 (.03)	.14 (.04)	.00 (.04)	.05 (.03)
	UNDECIDED	**.13 (.04)**	.03 (.02)	.19 (.06)	.09 (.06)	.13 (.06)	.12 (.05)	.00 (.05)	.17 (.07)	.10 (.07)	.14 (.07)
	NOT AT PRES	**.71 (.02)**	.57 (.09)	.72 (.06)	.77 (.07)	.67 (.06)	.75 (.06)	1.00	.69 (.08)	.65 (.08)	.68 (.09)
	BLANKS	**335**	128	82	125	181	154	31	85	112	107

Question 31: Indicate your level of interest in receiving help with each of the following components of instruction.

OTHER CLINICAL ONLY

Key: PRINT INFO = If available, I would like to receive PRINTED INFORMATION.
WKSHOP = If available, I would like to participate in a short WORKSHOP (2-4 days), in addition to receiving printed information.
UNDECIDED = I am UNDECIDED.
NOT AT PRES = This is NOT an interest AT PRESENT.

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Formulating educational objectives	PRINT INFO	**.46 (.02)**	.37 (.03)	.48 (.04)	.47 (.04)	.46 (.03)	.46 (.04)	.49 (.07)	.46 (.04)	.49 (.04)	.40 (.04)
	WKSHOP	**.23 (.02)**	.27 (.03)	.24 (.04)	.21 (.03)	.22 (.03)	.25 (.03)	.23 (.06)	.25 (.04)	.25 (.04)	.20 (.03)
	UNDECIDED	**.10**	.13 (.02)	.11 (.02)	.08 (.02)	.10 (.02)	.10 (.02)	.11 (.04)	.07 (.02)	.09 (.02)	.14 (.03)
	NOT AT PRES	**.21 (.02)**	.23 (.03)	.17 (.03)	.24 (.03)	.22 (.03)	.19 (.03)	.18 (.04)	.22 (.04)	.17 (.03)	.25 (.04)
	BLANKS	**11**	5	3	3	7	4	7	2	1	1
Lecturing	PRINT INFO	**.37 (.02)**	.31 (.03)	.38 (.04)	.39 (.03)	.36 (.03)	.39 (.03)	.33 (.06)	.39 (.04)	.38 (.04)	.39 (.04)
	WKSHOP	**.31 (.02)**	.35 (.03)	.33 (.04)	.27 (.03)	.29 (.03)	.33 (.03)	.29 (.06)	.38 (.04)	.36 (.04)	.19 (.03)
	UNDECIDED	**.05**	.09 (.02)	.04	.04	.06	.04	.09 (.04)	.03	.01	.07 (.02)
	NOT AT PRES	**.27 (.02)**	.25 (.03)	.25 (.04)	.29 (.03)	.29 (.03)	.24 (.03)	.29 (.06)	.21 (.03)	.26 (.04)	.35 (.04)
	BLANKS	**12**	5	3	4	7	5	8	1	2	1
Leading small group discussions	PRINT INFO	**.32 (.02)**	.29 (.03)	.30 (.04)	.35 (.03)	.31 (.03)	.33 (.03)	.24 (.06)	.36 (.04)	.29 (.04)	.34 (.04)
	WKSHOP	**.33 (.02)**	.35 (.03)	.34 (.04)	.31 (.03)	.31 (.03)	.35 (.03)	.43 (.07)	.34 (.04)	.33 (.04)	.23 (.03)
	UNDECIDED	**.08**	.10 (.02)	.09 (.02)	.06 (.02)	.07	.08 (.02)	.12 (.05)	.04	.06 (.02)	.11 (.03)
	NOT AT PRES	**.28 (.02)**	.26 (.03)	.28 (.04)	.28 (.03)	.31 (.03)	.24 (.03)	.20 (.05)	.26 (.04)	.32 (.04)	.33 (.04)
	BLANKS	**19**	9	5	5	11	8	10	4	3	2
Interpersonal skill development/sensitivity training	PRINT INFO	**.19 (.02)**	.15 (.03)	.18 (.03)	.23 (.03)	.17 (.02)	.22 (.03)	.17 (.05)	.25 (.04)	.16 (.03)	.16 (.03)
	WKSHOP	**.24 (.02)**	.29 (.03)	.26 (.04)	.20 (.03)	.21 (.03)	.27 (.03)	.32 (.06)	.23 (.04)	.23 (.04)	.19 (.03)
	UNDECIDED	**.16 (.02)**	.17 (.03)	.17 (.03)	.14 (.02)	.16 (.02)	.15 (.03)	.21 (.06)	.14 (.03)	.11 (.03)	.19 (.03)
	NOT AT PRES	**.41 (.02)**	.39 (.04)	.39 (.04)	.44 (.04)	.45 (.03)	.36 (.03)	.30 (.05)	.38 (.04)	.50 (.05)	.47 (.04)
	BLANKS	**14**	6	3	5	7	7	6	4	0	4

Question 31 - Continued

OTHER CLINICAL ONLY

TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Designing individualized instruction	PRINT INFO	**.27 (.02)**	.28 (.03)	.28 (.04)	.26 (.03)	.25 (.03)	.29 (.03)	.35 (.07)	.25 (.04)	.27 (.04)	.24 (.04)
	WKSHOP	**.20 (.02)**	.23 (.03)	.20 (.03)	.19 (.03)	.19 (.02)	.22 (.03)	.18 (.05)	.25 (.04)	.15 (.03)	.19 (.03)
	UNDECIDED	**.17 (.02)**	.17 (.03)	.18 (.03)	.15 (.03)	.17 (.02)	.17 (.02)	.13 (.04)	.15 (.03)	.18 (.03)	.21 (.04)
	NOT AT PRES	**.36 (.02)**	.32 (.03)	.33 (.04)	.40 (.03)	.39 (.03)	.32 (.03)	.34 (.06)	.34 (.04)	.40 (.04)	.36 (.04)
	BLANKS	**19**	8	3	8	6	13	6	6	3	4
Designing/ utilizing computer assisted instruction (C.A.I.)	PRINT INFO	**.21 (.02)**	.20 (.03)	.20 (.03)	.22 (.03)	.19 (.03)	.23 (.03)	.20 (.05)	.21 (.04)	.23 (.04)	.19 (.03)
	WKSHOP	**.21 (.02)**	.24 (.03)	.19 (.03)	.21 (.03)	.21 (.03)	.20 (.02)	.17 (.04)	.26 (.04)	.20 (.04)	.17 (.03)
	UNDECIDED	**.15 (.02)**	.14 (.02)	.18 (.03)	.13 (.02)	.13 (.02)	.18 (.03)	.18 (.05)	.11 (.03)	.16 (.03)	.18 (.03)
	NOT AT PRES	**.43 (.02)**	.42 (.04)	.43 (.04)	.45 (.04)	.47 (.03)	.40 (.03)	.45 (.07)	.43 (.04)	.41 (.04)	.46 (.04)
	BLANKS	**21**	10	3	8	12	9	7	3	6	5
Producing/using self-instructional packages	PRINT INFO	**.26 (.02)**	.29 (.03)	.22 (.03)	.28 (.03)	.24 (.03)	.27 (.03)	.29 (.05)	.25 (.04)	.21 (.04)	.27 (.04)
	WKSHOP	**.22 (.02)**	.23 (.03)	.21 (.04)	.23 (.03)	.20 (.02)	.25 (.03)	.15 (.05)	.25 (.04)	.25 (.04)	.22 (.04)
	UNDECIDED	**.15**	.13 (.02)	.16 (.03)	.14 (.02)	.16 (.02)	.14 (.02)	.19 (.05)	.12 (.03)	.17 (.03)	.13 (.03)
	NOT AT PRES	**.37 (.02)**	.35 (.04)	.40 (.04)	.35 (.03)	.40 (.03)	.34 (.03)	.37 (.06)	.38 (.04)	.36 (.04)	.37 (.04)
	BLANKS	**17**	7	2	8	9	8	7	5	0	5
Producing/using simulations	PRINT INFO	**.29 (.02)**	.30 (.03)	.26 (.03)	.31 (.03)	.28 (.03)	.29 (.03)	.35 (.05)	.34 (.04)	.24 (.04)	.21 (.03)
	WKSHOP	**.18 (.02)**	.23 (.03)	.19 (.03)	.15 (.02)	.18 (.02)	.17 (.03)	.12 (.04)	.22 (.04)	.16 (.03)	.19 (.03)
	UNDECIDED	**.16**	.14 (.02)	.15 (.03)	.17 (.03)	.16 (.02)	.16 (.02)	.13 (.04)	.12 (.03)	.21 (.04)	.18 (.03)
	NOT AT PRES	**.38 (.02)**	.34 (.03)	.41 (.04)	.36 (.03)	.38 (.03)	.37 (.03)	.40 (.06)	.33 (.04)	.38 (.04)	.42 (.04)
	BLANKS	**25**	9	7	9	11	14	8	3	8	6

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Evaluating student performance	PRINT INFO	.47 (.02)	.46 (.04)	.50 (.04)	.45 (.03)	.47 (.03)	.48 (.04)	.35 (.07)	.52 (.04)	.52 (.04)	.47 (.04)
	WKSHOP	.30 (.02)	.33 (.03)	.32 (.04)	.27 (.03)	.29 (.03)	.32 (.03)	.34 (.06)	.29 (.04)	.31 (.04)	.29 (.04)
	UNDECIDED	.07	.10 (.02)	.06 (.02)	.07 (.02)	.08 (.02)	.06	.10 (.03)	.03	.06 (.02)	.11 (.03)
	NOT AT PRES	.15 (.02)	.11 (.02)	.12 (.03)	.20 (.03)	.16 (.02)	.14 (.02)	.21 (.05)	.16 (.03)	.12 (.03)	.13 (.03)
	BLANKS	14	6	3	5	8	6	8	2	1	3
Evaluating program (course) quality	PRINT INFO	.46 (.02)	.41 (.04)	.46 (.04)	.47 (.03)	.45 (.03)	.46 (.03)	.33 (.06)	.50 (.04)	.47 (.05)	.48 (.04)
	WKSHOP	.32 (.02)	.37 (.04)	.34 (.04)	.28 (.03)	.31 (.03)	.33 (.03)	.32 (.06)	.32 (.04)	.35 (.04)	.31 (.04)
	UNDECIDED	.08	.09 (.02)	.07 (.02)	.09 (.02)	.09 (.02)	.08 (.02)	.18 (.05)	.04	.06 (.02)	.08 (.02)
	NOT AT PRES	.14	.13 (.02)	.13 (.03)	.16 (.03)	.15 (.02)	.13 (.02)	.18 (.04)	.14 (.03)	.13 (.03)	.13 (.03)
	BLANKS	17	10	3	4	9	8	7	4	1	5
Evaluating your own instructional effectiveness	PRINT INFO	.42 (.02)	.36 (.04)	.42 (.04)	.45 (.03)	.41 (.03)	.43 (.03)	.32 (.06)	.43 (.04)	.42 (.05)	.49 (.05)
	WKSHOP	.43 (.02)	.49 (.04)	.45 (.04)	.38 (.03)	.42 (.03)	.44 (.03)	.42 (.06)	.46 (.04)	.45 (.05)	.38 (.04)
	UNDECIDED	.06	.07 (.02)	.05 (.02)	.05 (.02)	.07	.04	.12 (.04)	.02	.05 (.02)	.05 (.02)
	NOT AT PRES	.09	.08 (.02)	.07 (.02)	.12 (.02)	.10 (.02)	.08 (.02)	.14 (.04)	.09 (.02)	.08 (.02)	.07 (.02)
	BLANKS	16	6	3	7	11	5	5	2	2	7
Making best use of instructional technology	PRINT INFO	.39 (.02)	.34 (.04)	.40 (.04)	.39 (.03)	.39 (.03)	.38 (.03)	.37 (.06)	.38 (.04)	.41 (.04)	.40 (.04)
	WKSHOP	.35 (.02)	.41 (.04)	.36 (.04)	.31 (.03)	.32 (.03)	.38 (.03)	.30 (.06)	.44 (.04)	.34 (.04)	.28 (.04)
	UNDECIDED	.11	.10 (.02)	.12 (.03)	.11 (.02)	.10 (.02)	.12 (.02)	.18 (.05)	.05 (.02)	.10 (.03)	.15 (.03)
	NOT AT PRES	.15	.15 (.02)	.12 (.02)	.19 (.03)	.19 (.02)	.12 (.02)	.15 (.04)	.14 (.03)	.15 (.03)	.18 (.03)
	BLANKS	15	7	2	6	6	9	6	1	2	6

			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Providing individual supervision of students	PRINT INFO	.35 (.02)	.39 (.04)	.35 (.04)	.32 (.03)	.31 (.03)	.39 (.03)	.30 (.06)	.37 (.04)	.32 (.04)	.38 (.04)
	WKSHOP	.26 (.02)	.27 (.03)	.27 (.04)	.24 (.03)	.26 (.03)	.25 (.03)	.39 (.07)	.26 (.04)	.25 (.04)	.16 (.03)
	UNDECIDED	.10	.15 (.03)	.09 (.02)	.10 (.02)	.10 (.02)	.10 (.02)	.09 (.03)	.08 (.02)	.09 (.02)	.14 (.03)
	NOT AT PRES	.29 (.02)	.19 (.03)	.29 (.04)	.34 (.03)	.33 (.03)	.26 (.03)	.21 (.06)	.29 (.04)	.35 (.04)	.31 (.04)
	BLANKS	20	11	2	7	11	9	6	6	1	7
Other	PRINT INFO	.08 (.02)	.11 (.05)	.03 (.02)	.14 (.04)	.03 (.02)	.15 (.04)	.12 (.06)	.04 (.03)	.11 (.06)	.10 (.05)
	WKSHOP	.04 (.02)	.08 (.05)	.04 (.04)	.02 (.02)	.04 (.03)	.05 (.02)	.00 (.02)	.10 (.05)	.00 (.05)	.03 (.02)
	UNDECIDED	.17	.17 (.03)	.23 (.06)	.10 (.03)	.17 (.05)	.16 (.03)	.45 (.09)	.01	.24 (.11)	.09 (.05)
	NOT AT PRES	.71	.65 (.07)	.70 (.04)	.74 (.05)	.76 (.03)	.65 (.06)	.43 (.09)	.85 (.06)	.65 (.12)	.79 (.08)
	BLANKS	418	144	119	155	217	201	62	118	117	121

Question 31: Indicate your level of interest in receiving help with each of the following components of instruction.

Key: PRINT INFO = If available, I would like to receive PRINTED INFORMATION.
WKSHOP = If available, I would like to participate in a short WORKSHOP (2-4 days), in addition to receiving printed information.
UNDECIDED = I am UNDECIDED.
NOT AT PRES = This is NOT an interest AT PRESENT.

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			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Formulating educational objectives	PRINT INFO	.52	.55 (.02)	.47 (.03)	.55 (.03)	.51 (.02)	.52 (.02)	.45 (.06)	.58 (.03)	.52 (.03)	.47 (.03)
	WKSHOP	.16	.21 (.02)	.16 (.02)	.13	.15	.17 (.02)	.10 (.03)	.17 (.02)	.21 (.02)	.13 (.02)
	UNDECIDED	.07	.06	.07	.08	.09	.05	.13 (.04)	.06	.05	.08
	NOT AT PRES	.25	.17 (.02)	.30 (.03)	.24 (.02)	.25 (.02)	.25 (.02)	.32 (.06)	.19 (.03)	.21 (.02)	.33 (.03)
	BLANKS	17	4	3	10	7	10	4	4	4	5
Lecturing	PRINT INFO	.43	.45 (.02)	.40 (.03)	.45 (.03)	.41 (.02)	.45 (.02)	.34 (.05)	.48 (.03)	.39 (.03)	.44 (.03)
	WKSHOP	.29	.31 (.02)	.29 (.03)	.27 (.02)	.30 (.02)	.27 (.02)	.33 (.05)	.32 (.03)	.37 (.03)	.18 (.02)
	UNDECIDED	.07	.07	.06	.07	.06	.07	.06 (.03)	.08	.06	.06
	NOT AT PRES	.22	.17 (.02)	.25 (.02)	.20 (.02)	.22 (.02)	.21 (.02)	.27 (.05)	.13 (.02)	.18 (.02)	.32 (.03)
	BLANKS	13	6	2	5	4	9	5	4	2	2
Leading small group discussions	PRINT INFO	.38	.39 (.02)	.37 (.03)	.38 (.03)	.37 (.02)	.39 (.02)	.38 (.06)	.39 (.03)	.37 (.03)	.37 (.03)
	WKSHOP	.25	.30 (.02)	.22 (.02)	.26 (.02)	.26 (.02)	.25 (.02)	.28 (.05)	.27 (.03)	.28 (.02)	.20 (.02)
	UNDECIDED	.08	.10	.08	.07	.08	.07	.08 (.03)	.08	.10 (.02)	.06
	NOT AT PRES	.29	.21 (.02)	.33 (.03)	.29 (.02)	.29 (.02)	.29 (.02)	.26 (.05)	.26 (.03)	.24 (.02)	.36 (.03)
	BLANKS	24	7	8	9	11	13	5	4	4	11
Interpersonal skill development/sensitivity training	PRINT INFO	.18	.18 (.02)	.18 (.02)	.19 (.02)	.16	.22 (.02)	.17 (.04)	.22 (.03)	.19 (.02)	.14 (.02)
	WKSHOP	.17	.23 (.02)	.16 (.02)	.16 (.02)	.19 (.02)	.16 (.02)	.20 (.04)	.16 (.02)	.22 (.02)	.14 (.02)
	UNDECIDED	.17	.18 (.02)	.16 (.02)	.17 (.02)	.17 (.02)	.17 (.02)	.16 (.04)	.20 (.03)	.13 (.02)	.17 (.02)
	NOT AT PRES	.47	.42 (.02)	.50 (.03)	.48 (.03)	.49 (.02)	.46 (.02)	.47 (.06)	.41 (.03)	.46 (.03)	.55 (.03)
	BLANKS	30	13	5	12	15	15	6	7	5	12

Question 31 - Continued

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TOPIC	RESPONSE	TOTAL POP	SCHOOL VARIABLES					ACADEMIC RANK			
			SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Designing individualized instruction	PRINT INFO	.31	.32 (.02)	.29 (.03)	.32 (.02)	.28 (.02)	.34 (.02)	.29 (.05)	.31 (.03)	.35 (.03)	.29 (.03)
	WKSHOP	.14	.20 (.02)	.13 (.02)	.12 (.02)	.16	.11	.20 (.04)	.15 (.02)	.17 (.02)	.09
	UNDECIDED	.16	.15 (.02)	.16 (.02)	.16 (.02)	.16	.16 (.02)	.13 (.04)	.18 (.02)	.14 (.02)	.17 (.02)
	NOT AT PRES	.39	.33 (.02)	.42 (.03)	.39 (.03)	.40 (.02)	.38 (.02)	.38 (.06)	.37 (.03)	.34 (.03)	.45 (.03)
	BLANKS	32	9	7	16	18	14	5	6	6	15
Designing/ utilizing computer assisted instruction (C.A.I.)	PRINT INFO	.23	.26 (.02)	.22 (.02)	.23 (.02)	.24 (.02)	.22 (.02)	.23 (.05)	.25 (.03)	.24 (.02)	.22 (.02)
	WKSHOP	.17	.23 (.02)	.17 (.02)	.15 (.02)	.20 (.02)	.14 (.02)	.11 (.03)	.19 (.02)	.19 (.02)	.16 (.02)
	UNDECIDED	.14	.13	.15 (.02)	.15 (.02)	.13	.15 (.02)	.15 (.04)	.13 (.02)	.16 (.02)	.13 (.02)
	NOT AT PRES	.45	.38 (.02)	.46 (.03)	.48 (.03)	.43 (.02)	.48 (.02)	.51 (.06)	.43 (.03)	.41 (.03)	.49 (.03)
	BLANKS	28	7	5	16	14	14	6	7	3	12
Producing/using self-instructional packages	PRINT INFO	.31	.30 (.02)	.32 (.03)	.29 (.02)	.32 (.02)	.30 (.02)	.23 (.05)	.33 (.03)	.32 (.03)	.30 (.03)
	WKSHOP	.19	.27 (.02)	.17 (.02)	.16 (.02)	.21 (.02)	.16 (.02)	.28 (.05)	.18 (.02)	.22 (.02)	.13 (.02)
	UNDECIDED	.12	.11	.12 (.02)	.13 (.02)	.12	.13	.11 (.04)	.11 (.02)	.11 (.02)	.15 (.02)
	NOT AT PRES	.38	.33 (.02)	.38 (.03)	.41 (.03)	.36 (.02)	.42 (.02)	.37 (.06)	.37 (.03)	.35 (.03)	.42 (.03)
	BLANKS	18	7	2	9	10	8	6	3	2	7
Producing/using simulations	PRINT INFO	.23	.23 (.02)	.25 (.02)	.20 (.02)	.23 (.02)	.21 (.02)	.25 (.05)	.23 (.03)	.24 (.02)	.20 (.02)
	WKSHOP	.11	.13 (.02)	.13 (.02)	.09	.13	09	.11 (.04)	.12 (.02)	.14 (.02)	.08
	UNDECIDED	.16	.18 (.02)	.13 (.02)	.19 (.02)	.15	.18 (.02)	.21 (.05)	.17 (.02)	.14 (.02)	.16 (.02)
	NOT AT PRES	.50 (.02)	.47 (.02)	.50 (.03)	.52 (.03)	.49 (.02)	.52 (.02)	.43 (.06)	.48 (.03)	.48 (.03)	.56 (.03)
	BLANKS	62	21	12	29	33	29	12	12	14	24

Question 31 - Continued

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			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Evaluating student performance	PRINT INFO	.55	.55 (.02)	.53 (.03)	.57 (.03)	.55 (.02)	.56 (.02)	.50 (.06)	.61 (.03)	.52 (.03)	.53 (.03)
	WKSHOP	.23	.29 (.02)	.23 (.02)	.21 (.02)	.23 (.02)	.24 (.02)	.20 (.04)	.21 (.03)	.29 (.02)	.21 (.02)
	UNDECIDED	.07	.05	.08	.06	.06	.08	.10 (.04)	.07	.04	.08
	NOT AT PRES	.15	.11	.16 (.02)	.17 (.02)	.17 (.02)	.13 (.02)	.20 (.05)	.11 (.02)	.15 (.02)	.18 (.02)
	BLANKS	28	12	6	10	13	15	5	7	5	11
Evaluating program (course) quality	PRINT INFO	.53	.57 (.02)	.50 (.03)	.55 (.03)	.52 (.02)	.54 (.02)	.46 (.06)	.56 (.03)	.54 (.03)	.52 (.03)
	WKSHOP	.24	.32 (.02)	.25 (.02)	.20 (.02)	.24 (.02)	.24 (.07)	.19 (.04)	.25 (.03)	.28 (.02)	.22 (.02)
	UNDECIDED	.08	.04	.08 (.02)	.09	.07	.09	.16 (.05)	.08 (.02)	.04	.08 (.02)
	NOT AT PRES	.15	.07	.17 (.02)	.16 (.02)	.16 (.02)	.13 (.02)	.18 (.05)	.11 (.02)	.14 (.02)	.18 (.02)
	BLANKS	24	9	7	8	8	16	8	4	2	10
Evaluating your own instructional effectiveness	PRINT INFO	.54	.54 (.02)	.51 (.03)	.57 (.03)	.53 (.02)	.55 (.02)	.48 (.06)	.58 (.03)	.50 (.03)	.55 (.03)
	WKSHOP	.29	.37 (.02)	.28 (.03)	.26 (.02)	.30 (.02)	.28 (.02)	.29 (.05)	.29 (.03)	.36 (.03)	.24 (.02)
	UNDECIDED	.04	.03	.05	.05	.04	.05	.08 (.03)	.03	.03	.06
	NOT AT PRES	.13	.06	.16 (.02)	.13 (.02)	.13	.13 (.02)	.16 (.04)	.10 (.02)	.11 (.02)	.16 (.02)
	BLANKS	18	6	3	9	6	12	7	5	4	2
Making best use of instructional technology	PRINT INFO	.49	.49 (.02)	.46 (.03)	.52 (.03)	.47 (.02)	.51 (.02)	.42 (.06)	.53 (.03)	.49 (.03)	.47 (.03)
	WKSHOP	.26	.32 (.02)	.28 (.03)	.21 (.02)	.26 (.02)	.26 (.02)	.30 (.05)	.26 (.03)	.27 (.02)	.23 (.02)
	UNDECIDED	.09	.08	.09 (.02)	.10	.09	.09	.09 (.03)	.11 (.02)	.06	.09 (.02)
	NOT AT PRES	.16	.11	.18 (.02)	.18 (.02)	.18 (.02)	.14 (.02)	.19 (.05)	.10 (.02)	.17 (.02)	.21 (.02)
	BLANKS	18	6	3	9	9	9	6	3	2	7

Question 31 - Continued

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			SCHOOL VARIABLES					ACADEMIC RANK			
TOPIC	RESPONSE	TOTAL POP	SMALL	MIDDLE	LARGE	PUBLIC	PRIVATE	INSTR/ OTHER	ASST PROF	ASSOC PROF	PROF
Providing individual supervision of students	PRINT INFO	.36	.40 (.02)	.34 (.03)	.37 (.03)	.36 (.02)	.36 (.02)	.32 (.05)	.35 (.03)	.36 (.03)	.39 (.03)
	WKSHOP	.14	.15 (.02)	.15 (.02)	.13 (.02)	.13	.16 (.02)	.20 (.04)	.17 (.02)	.16 (.02)	.08
	UNDECIDED	.13	.11	.14 (.02)	.13 (.02)	.13	.14 (.02)	.18 (.05)	.15 (.02)	.12 (.02)	.11 (.02)
	NOT AT PRES	.36	.34 (.02)	.37 (.03)	.36 (.03)	.38 (.02)	.34 (.02)	.30 (.05)	.32 (.03)	.37 (.03)	.42 (.03)
	BLANKS	28	9	6	13	14	14	6	5	6	11
Other	PRINT INFO	.10 (.02)	.07 (.03)	.13 (.04)	.09 (.04)	.12 (.04)	.09 (.03)	.02 (.02)	.18 (.06)	.09 (.04)	.07 (.04)
	WKSHOP	.02	.08 (.04)	.02 (.02)	.00 (.02)	.04 (.02)	.00 (.02)	.00 (.02)	.04 (.03)	.03	02
	UNDECIDED	.08 (.02)	.03 (.02)	.07 (.03)	.11 (.04)	.07 (.03)	.09 (.03)	.12 (.06)	.08 (.04)	.09 (.04)	.06 (.03)
	NOT AT PRES	.77 (.03)	.81 (.05)	.72 (.05)	.80 (.05)	.73 (.05)	.82 (.04)	.64 (.06)	.71 (.07)	.79 (.06)	.85 (.05)
	BLANKS	767	285	211	271	394	373	65	197	254	251

IV. CONCLUSION

The results presented in this preliminary report provide initial baseline data on medical school faculty members and their approach to teaching. The analyses were strictly statistical and no interpretations were attempted. We believe, however, that the findings are comprehensive and sufficiently descriptive to permit readers to make meaningful comparisons across and between variables as well as to interpret any individual school and departmental data they may have against these national results.

In mid-May, 1977, a second preliminary report will be published, which will provide the initial results for the two packages on evaluation. This second report will also be primarily a statistical analysis and will use a similar format for presenting the data. The initial results for the simulations will be presented later, and will describe the various routes respondents took in managing the educational problems presented.

Specific interpretations of the results of the total survey will be presented in the final report, now scheduled for December, 1977. In preparation for that report, we will be meeting with our National Advisory Panel and representatives from the Bureau of Health Manpower to discuss topics they believe warrant particular attention and discussion. Based on this review and on our own analyses, specific interpretations and recommendations will be made.